

# Inspection of Ducklings Pre-School Creaton

18 Welford Road, Creaton, Northampton NN6 8NH

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Inspection date: 14 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are excited to arrive at this friendly pre-school. Staff greet families enthusiastically and chat about the exciting activities children can explore during their day. Children enjoy a variety of learning opportunities in the extensive pre-school building and in the exciting outdoor area. For example, children attend ballet and forest school sessions to support their learning and development.

Children demonstrate high levels of independence. This is supported particularly well during meal and snack times. Children set the table with china plates and cups. They follow visual menus and help themselves to a variety of healthy foods. Once they have finished eating, children rinse their crockery before placing them carefully in appropriate containers. This prepares children well for the routines of school.

Children demonstrate good language skills. They communicate confidently with each other and adults. Staff consistently role model new and descriptive language. They make excellent use of group sessions to extend children's vocabulary. For example, during circle time children are introduced to new words. They discuss what they mean, before staff support them to use this new vocabulary in sentences.

## **What does the early years setting do well and what does it need to do better?**

- Relationships between staff and parents are of a high standard. The manager establishes highly effective methods of two-way communication. This allows staff and families to share vital information about children's routines. Parents receive continuous updates on children's progress via an electronic system. They attend regular consultation sessions and gather ideas about how to support children's learning at home. Parents are incredibly complimentary about staff and the exceptional support they provide for the whole family. They acknowledge the positive impact this has on children's well-being.
- Children behave well in the pre-school. Staff make good use of regular group sessions to support children's understanding of appropriate behaviour. During circle time, children and staff explore the rules in the pre-school. They discuss why they are in place, and the impact not following them may have on themselves and others. Children are developing a good understanding of the need to take turns in activities. Staff encourage children to use sand timers to monitor the time they spend playing with popular resources.
- Children with special educational needs and/or disabilities are well supported in the setting. The manager demonstrates great integrity when distributing additional funding appropriately. She employs highly qualified staff to provide one-to-one support for children. This allows all children equal access to high-

quality teaching opportunities.

- Staff place sharp focus on children's emotional development. They use stories and well-structured activities to support children's understanding of their feelings. For example, children use mirrors to identify their facial expressions. Staff encourage them to explore what these emotions are, and the possible reasons why they may be feeling them.
- The manager completes regular appraisals and supervisions with all staff. This helps to identify areas for development and monitor well-being. The highly qualified team of staff embrace opportunities to extend their knowledge. The manager fully supports them to access additional training opportunities. This enables staff to enhance their practice and offer high-quality teaching to all children.
- Children demonstrate high levels of confidence. They interact well with visitors, enthusiastically inviting them into their play. Staff develop effective strategies that support children to develop a deep sense of pride in their achievements. For example, children delight at showing visitors photographs of their personal accomplishments, which are displayed on their 'superhero' board.
- The manager and her highly qualified staff are passionate about their role in supporting children's development. They create a nurturing, warm environment where children feel safe and secure. However, some areas of the indoor space are not consistently well organised. This does not support all children to become engaged in the wide variety of learning opportunities that are available.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a strong understanding of their role in keeping children safe. They demonstrate good knowledge of the signs and symptoms, which can indicate a child is at risk from harm. Staff confidently discuss the correct process to follow if they have safeguarding concerns. All staff attend regular first-aid and safeguarding training to ensure their knowledge remains up to date. Staff complete regular risk assessments of the extensive pre-school environment and supervise children well in all areas.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- enhance methods of evaluation to ensure the indoor learning environment continues to meet the changing interests and developmental needs of all children.

## Setting details

<b>Unique reference number</b>	2623687
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10276116
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 5
<b>Total number of places</b>	45
<b>Number of children on roll</b>	59
<b>Name of registered person</b>	Ducklings Pre-School Creaton CIO
<b>Registered person unique reference number</b>	2623685
<b>Telephone number</b>	01604505172
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Ducklings Pre-School re-registered in 2021. It is situated in the village of Creaton, Northamptonshire. The pre-school employs seven members of childcare staff, six of whom hold appropriate early years qualifications at level 3 or above, including one with early years teacher status. The pre-school opens Monday to Friday term time only. Sessions are from 9am until 3pm. The pre-school also offers a breakfast and after-school club.

## Information about this inspection

### Inspector

Antonia Campbell

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector considered the views of parents by speaking to several during the inspection and reviewing feedback letters.
- The inspector looked at relevant documents, including evidence of the suitability of all staff.
- The inspector observed the interactions between staff and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and manager completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with staff about the monitoring of learning and development in the setting and tracked the progress of several children.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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