

Inspection of Little Ducklings Preschool

High Street, North Thoresby, GRIMSBY, South Humberside DN36 5PL

Inspection date: 15 May 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are supported by staff to understand the rules of games. This includes when they play a traditional playground game of 'What time is it, Mr Wolf'. Children laugh with staff when they run away from the pretend wolf, in anticipation and excitement of being caught by one of their peers. Children are supported by staff to understand how they can keep themselves safe. For example, when they push a small slide too close to a wooden log, staff explain that if they go down the slide, they might hurt themselves.

Children are encouraged by staff to follow their interests and to have a positive attitude to learning. For example, when they begin to throw water near their peers, staff show them how they can throw water at a hedge instead. Staff weave mathematical concepts into children's play, such as numbers and counting. For example, children are asked to count forwards and backwards from 10. Staff ask them to look for numbers on the bottom of their shoes that show the size. Children are supported to identify which shoes are the biggest, helping them to understand language that describes size. All children, including those with special educational needs and/or disabilities (SEND) and those who speak English as an additional language, make good progress from their starting points in learning.

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

- Staff support children's speaking skills well. For example, they name objects when children do not know what they are called, such as a watering can. This helps to extend their vocabulary. Staff support children who speak English as an additional language to develop their understanding of English. For example, they use single, clear words in English when they speak them.
- The manager and staff implement a curriculum to help children to learn skills for the future. This includes promoting children's independence. For example, staff ask children to put boots on before they play outdoors and to use knives safely to butter their crackers at snack time.
- Staff support children to develop their early writing skills in preparation for school. For example, they show children how they can use brushes in paint to draw pictures of their family members on the ground outdoors. Children copy and talk about the family members they draw. This is extended further when staff encourage children to talk about people who live in their home. This contributes to children's understanding of similarities and differences.
- When children attend other early years settings, the manager and staff share information about the children's abilities. However, staff do not share information with all parents about their children's next steps in learning. They do not support all parents to continue their children's learning at home. This would promote a more consistent approach to supporting children's development.

- The manager and staff support children with SEND well. For example, they implement targets to support children's individual needs. This includes encouraging children to progress in their physical skills.
- Staff give children gentle reminders about the rules and boundaries. For example, during circle times, children are asked to sit on their bottoms to promote positive behaviour. Staff sing a 'please and thank you' song with children before they eat at lunchtime. This helps to remind children to be polite and use good manners.
- The manager and staff know the children well. However, occasionally, staff do not encourage children to build further on their learning. For example, when children use containers to measure water, staff ask children questions they already know the answers to, such as whether it feels heavy. Therefore, staff do not help them to build on their skills and knowledge.
- The manager works alongside her staff and is a good role model. She supports staff to extend their professional development. For example, staff attend training courses to extend their knowledge of allergens to help them meet the children's individual health needs.
- Additional funding for children is spent effectively by the manager to meet their individual needs. For example, books are purchased to be read to children to encourage their speaking skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff talk to children about road safety when they take them for walks in the street. Children take part in fire drills, learning how to evacuate the building safely in the event of a fire. The manager talks confidently about the procedure she will follow in the event of a critical incident in the pre-school or locally. This will help to keep children safe. The manager and staff understand how to identify the signs that may suggest a child is at risk of harm. This includes being able to recognise if children are being exposed to extreme views. They know where to report concerns about children's safety.

What does the setting need to do to improve?

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

- support staff to develop partnerships with parents to help them understand what their children need to learn next and how they can continue to support this learning at home
- help staff to strengthen their interactions with children to help build on their learning.

Setting details

Unique reference number	EY431230
Local authority	Lincolnshire
Inspection number	10279811
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 9
Total number of places	26
Number of children on roll	32
Name of registered person	Neaga, Naomi Anne
Registered person unique reference number	RP905646
Telephone number	01472 840387
Date of previous inspection	11 September 2017

Information about this early years setting

Little Ducklings Preschool registered in 2011. It is situated in the grounds of North Thoresby Primary School, North Thoresby, Lincolnshire and is independently run from the school. The pre-school employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one at level 5, one at level 3 and one at level 2. The pre-school opens from Monday to Friday during school term time. Sessions are from 8am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the provider has received since the COVID 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 manager and the inspector completed a learning walk together of all areas of the pre-school and discussed how she implements the curriculum.
- The inspector observed the quality of education during activities, both indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.
- Parents shared their views of the nursery with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023