

Inspection of Little Ducklings Creche

North East Windhill Community Association, Church Street, Shipley, Bradford BD18 2NR

Inspection date: 7 July 2023

Overall effectiveness	Inadequate
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Weaknesses in leadership including staff recruitment mean that children are not always kept safe and protected. Nevertheless, children enjoy their time in the creche. They are happy and settled. They quickly develop secure attachments with their key person through carefully planned settling-in procedures that consider each child's individual needs. When children arrive, they are keen to come in and see staff and their friends.

Overall, children engage well in activities that capture their interests and make good progress. They enjoy imaginative play, such as bathing baby dolls and washing toy vehicles in a car wash. They invite other children to join in their play and learn to share and play cooperatively. Overall, children behave well. They are guided and reminded of rules by patient staff. Children are beginning to understand and manage their emotions and to understand the impact their actions have on others.

Children are confident and play independently. They develop their physical skills when they use ride-on toys to balance and steer. Children are keen to show off their skills as they wiggle to spin a hula hoop around their body. Staff acknowledge their achievements and praise them. This promotes children's self-esteem and gives them the confidence to keep trying.

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

- Ofsted has not been notified of a change to the person who is managing the early years provision, or of a change to the nominated individual within the required timeframe. This is a breach of the legal requirements.
- The provider does not ensure the safer recruitment policy is implemented effectively. A full range of suitability checks are not completed for all staff who are working unsupervised with children, despite the policy stating employment is not offered until checks have been completed. This puts children at risk from harm.
- Staff know the children well. When children start in the creche, staff find out what they already know and can do. The curriculum is carefully planned and focuses on children developing the skills they need for their future learning. Children build on their language skills through discussions during their play and listening to stories. They learn to share and take turns, which supports them to build relationships. Children develop good hygiene routines and become independent in their personal care, ready for the move to school. Older children are beginning to recognise letters in their name and are starting to write them.
- Staff work highly successfully with other agencies to support families. Parents greatly appreciate the care their children receive. They say staff are amazing

and communication about their children's progress is excellent. Parents receive an abundance of advice on a range of parenting topics. Children use the lending library frequently to take books home to read with their parents. This reinforces the link between learning in the creche and at home.

- Staff provide a high level of support for children with special educational needs and/or disabilities. They are calm and patient. They continually encourage children and praise them. Staff acknowledge positive behaviour and, where possible, do not respond to negative behaviour. They use lots of physical gestures and pictures to help children communicate, alongside basic sign language. Staff engage children in imaginative play with toy vehicles. They model sentences to build on children's language skills, such as 'Can you pass me the orange car?'
- Overall, the planned curriculum is delivered well, and children are motivated to learn. However, staff do not manage group activities immediately before and after lunchtime effectively. During these times, their expectations of how long children can sit and listen are too high. Consequently, children quickly become bored and restless and start to demonstrate unwanted behaviour.
- Staff use additional funding highly effectively to build on children's life experiences and learning. For example, they take children swimming, to visit local farms and to the beach. Children enjoy a forest school experience, where they build campfires and toast marshmallows. Older children take part in exercise and mental health well-being classes with an outside agency. They test their physical skills using obstacle courses and balancing beanbags on their heads. Staff work well with other professionals to ensure that children continue to be supported during the summer holidays when the creche is closed.
- The provider completes supervision meetings and appraisals with staff to review their practice. Staff complete regular training to update their knowledge. However, the provider does not target training to staff's individual development needs. As a result, teaching in early mathematics and literacy does not support children to make rapid progress in those areas.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in the provider's recruitment processes mean that children are not always protected. Nevertheless, staff know the signs and symptoms that indicate a child might be at risk from harm. They are aware of child protection issues, such as county lines gangs and children who might be at risk from extreme behaviours. Staff work highly successfully with outside agencies to keep children safe. They work in partnership with the community centre to ensure families access services that can help them. For example, they support parents to access the local foodbank. Staff teach children about people who are in the community to help them and keep them safe, such as the police.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure the safer recruitment policy is implemented effectively, particularly in regard to carrying out suitability checks for new staff.	21/07/2023

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

- sharpen training for staff, so that it focuses on their individual professional development needs and helps them raise the standard of education to a higher level, particularly with regards to mathematics and early literacy
- carefully consider how the daily routine before and after lunchtime is managed, so that children continue to be engaged in meaningful activities that meet their individual learning needs.

Setting details

Unique reference number	EY464452
Local authority	Bradford
Inspection number	10290453
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	2 to 4
Total number of places	20
Number of children on roll	32
Name of registered person	North East Windhill Community Association
Registered person unique reference number	RP521222
Telephone number	01274588831
Date of previous inspection	22 March 2019

Information about this early years setting

Little Ducklings Creche registered in 2013 and is located in Shipley, Bradford. There are seven members of staff employed. Of these, six hold appropriate early years qualifications at level 3 or above. The creche opens Monday to Friday, from 8.30am until 3.30pm, during term time only. The creche provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nicola Dickinson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together. They discussed how staff organise different aspects of learning.
- Children spoke to the inspector about activities they enjoy when they attend the creche.
- The inspector considered parents' feedback and discussed working with different families with the manager.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector observed staff practice and held discussions with staff members about the work that they do.

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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