

Inspection of Duckpool Pre-School

C.I.C

St Mary's R C Primary School, Duckpool Lane, Whickham, Newcastle upon Tyne
NE16 4HB

Inspection date: 8 November 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

The highly-experienced leaders and staff share an aspiring vision for all children to receive first-rate education. They work seamlessly to ensure that their highly ambitious curriculum is ingrained in their practice. As a result, children excel in all areas of their development. Leaders and staff place a large emphasis on supporting children to understand and develop healthy bodies and healthy minds. This includes children being physically active in their play. Children help to build their own complex obstacle courses during outdoor learning and move their bodies in different ways. They take part in helping to prepare and cook different foods. They grow their own vegetables and learn where food comes from. Children recently made pumpkin soup. They taste various herbs and spices and talk about what they can smell and taste. Children develop an understanding of why certain foods are good for us. They help to 'write' recipe cards and draw pictures of the key ingredients, including avocado and carrots when making cupcakes. This helps to develop children's literacy skills.

Staff are excellent role models for children. They model how to use impeccable manners and shower children with an abundance of praise. Children show high levels of self-esteem through their determination and perseverance to have a go during tasks that they may find challenging.

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

- Leaders and staff place a strong emphasis on developing children's spoken language through superb teaching. They introduce core storybooks to children to help encourage rhyme, repetition and familiarity. Staff demonstrate an excellent understanding of the sequencing of children's learning. They expose children to rich and complex words and encourage children to understand the meaning behind them. For instance, young children use words such as 'nocturnal' when listening attentively to staff reading stories. In addition, children take part in weekly French lessons and recall key words using actions.
- Children benefit from exploring an on-site woodland trail. Staff support children to develop an understanding of change and the world around them. Children recognise differences and similarities in their environment during their play. For example, during woodland walks, they talk to staff about the difference between the fallen leaves. Children look at the different veins running through the leaves and make comparison in shade lines and texture. They learn about keeping themselves safe when touching plants. For instance, they learn that some plants are prickly and sharp.
- Parents are invited to contribute their ideas and suggestions to help leaders and staff to reflect on the quality of the setting. Parents are invited into the setting to review how quickly their children have settled and to review their development.

This helps to provide a continued approach to children's learning. Parents bring in items from home that staff use to extend the already excellent environment. For instance, parents bring in tubes and connectors, which staff have used to create a water pouring station for children.

- Leaders continually review and shape their practice. The dedicated manager meets daily with her staff team to review what has gone well and if any changes are needed. She completes supervision sessions with staff and works with them to identify individualised training. Staff develop an excellent understanding of the impact of paternal mental health on unborn babies and the importance of emotional well-being in early years. As a result of this training, staff support children to describe their emotions. They use props and resources. Staff help children to develop their social skills. Children talk about when they have felt sad and what they did to make themselves feel happy again. Children tell staff that they felt happy when they were the 'train driver' during an outdoor play game and that their friend gave them a hoop to use as a steering wheel.
- Leaders and staff demonstrate a superb understanding of recognising any concerns in relation to children's learning and development. They complete detailed observations and accurate assessments that help them to identify what children need to learn next. They work in close partnership with other professionals and implement strategies in their practice to offer bespoke interventions for children. For instance, staff have created a sensory calming space to help children to regulate their own emotions.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff demonstrate an excellent understanding of safeguarding practices. This includes recognising and swiftly responding to any concerns about children's safety. Staff encourage children to carry out their own risk assessments. Staff model safe play and show children how to safely carry equipment and learn how to manage risks. For instance, children learn to work in pairs to transport large pieces of wood and how to carry child-sized chairs while being vigilant of any trip hazards. Staff have an in-depth understanding of the setting's whistleblowing procedure and how to report any concerns about staff's practice.

Setting details

Unique reference number	EY421767
Local authority	Gateshead
Inspection number	10307889
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	18
Name of registered person	Duckpool Pre-School C.I.C
Registered person unique reference number	RP530367
Telephone number	01914881137
Date of previous inspection	29 March 2018

Information about this early years setting

Duckpool Pre-School C.I.C registered in 2011. The setting employs five members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, including one with qualified teacher status and one as an early years teacher. The setting opens Monday to Friday, during term-time only. Sessions are from 8.50am to 2.50pm. The setting provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Emma Allison

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 deputy manager, the manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting 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.

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