

# Inspection of Little Ducklings Creche

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

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Inspection date: 13 November 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

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

### **The provision is good**

Staff welcome children and families into this caring and nurturing creche. Staff form positive relationships with children and their families. Children are happy and excited when they arrive. They look forward to seeing their key person. Staff know children and families well. They find out information about children from their parents before they start. Staff ask about children's likes and dislikes and what comforts them. This helps children to settle quickly. Children feel safe and secure.

Staff plan activities to give children a wide range of experiences. They have high expectations of children's behaviour. Staff give clear instructions to children. Children learn the rules at group time and join in with the staff as they say 'good listening' and 'good looking'. Staff encourage children to keep on trying. They praise them for their efforts. Children's behaviour is good.

Leaders and managers support families extremely well. They work closely with local community services. Leaders and managers signpost families to early help support when needed. A food bank is available for all families. The dedicated coordinator works with outside agencies to support children with special educational needs and/or disabilities (SEND). All children make good progress.

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

- Staff plan activities that help children to develop their physical skills. Children run and kick balls. They skilfully manoeuvre around obstacles as they ride the balance bikes. Staff teach children how to throw a ball underhand and children knock down the skittles. They use tools to roll the play dough. Staff provide a range of mark-making tools. This helps to ensure children are ready for their move to school.
- Staff support children's communication and language skills effectively. They model language and introduce new words as children play. Staff interact well with children. Children engage in back-and-forth conversations. They are confident to ask for help when needed. Children learn to be independent learners who can speak up for themselves.
- Generally, staff support children's independence well. They encourage children to wash their hands and use the toilet independently. Staff encourage children to take their coats off and use a knife and fork at lunchtime. However, some routines do not support children's independence as much as they could. For example, staff encourage children to help pour the water in their cup. However, the jug is too big and heavy for them to do this independently.
- Staff provide opportunities for children to hear stories, songs and rhymes. Books and story props are available for children to access independently. Staff read stories and encourage children to recall what happens next. Children join in the

actions of the songs and rhymes. They jump and laugh as they sing the songs. Children develop a love of stories, songs and rhymes.

- Staff model mathematical language through children's play. They introduce new language during activities. For example, staff use the words 'heavy', 'light', 'floating' and 'sinking' during a water activity. Children use this new language and comment their stone is 'very heavy'.
- Leaders and managers use additional funding effectively. Staff plan trips and outings to give children a range of experiences of the wider world. Children visit museums and parks. They travel by bus and train. Staff take children swimming. These experiences help children to learn about the world around them.
- Staff teach children good hygiene practices. For example, children wash their hands after using the toilet and before eating. Staff discuss healthy eating during lunch and encourage children to eat their fruit. Children learn fruit is good for them and will make them strong. Staff offer water and milk at snack times. However, children have access to juice in the drinking bottles that they bring from home. This does not help to further support children's understanding of healthy eating.
- Parents are very happy with the care their children receive. Staff share what children have been learning with parents. They speak with parents daily, use an online app and invite parents to meetings. Families borrow the home learning bags to support their child's learning at home. Parents comment that the staff are very approachable. They value the support and advice they receive from the staff.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of how to keep children safe. They can identify when a child may be at risk of harm and know the policies and procedures to follow. Staff complete risk assessments to ensure the areas children access are safe. The creche is safe and secure. Staff are vigilant on outings. High staff ratios during visits off the site ensure children are kept safe. All staff hold a first-aid certificate. A robust recruitment system is in place to ensure people are suitable to work with children. Ongoing checks ensure staff remain suitable.

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

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

- provide further opportunities for children to develop their independence
- consider ways to further support children's good health, especially with regard to the drinks available.

## Setting details

<b>Unique reference number</b>	EY464452
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10305713
<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>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	23
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	North East Windhill Community Association
<b>Registered person unique reference number</b>	RP521222
<b>Telephone number</b>	01274588831
<b>Date of previous inspection</b>	7 July 2023

## Information about this early years setting

Little Ducklings Creche registered in 2013 and is located in Shipley, Bradford. There are eight 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

Miriam Caldecott

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector viewed the creche and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the creche and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do.
- Staff spoke to the inspector during the inspection.
- The special educational needs and disabilities coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation during a group activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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