

Inspection of Ducklings Bow Brickhill

Bow Brickhill Church Hall, Church Road, Bow Brickhill, Milton Keynes MK17 9LH

Inspection date: 11 December 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	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

The manager arranges a simple and straightforward but highly effective curriculum, with clear intentions for what children will learn. This precisely focuses on what children need to learn most, such as building independence, being sociable and developing their language and communication skills. This highly inclusive and well-planned curriculum helps all children to experience learning that meets their specific needs. Staff understand how to adapt their teaching approach for children with special educational needs and/or disabilities (SEND). They talk in short sentences, repeating and reinforcing ideas. This form of communication suits the needs of children who are learning about language and need different ways to communicate their needs. The support for children with SEND is highly effective, and all children take part and join in, benefiting from the ambitious curriculum.

Staff create a warm, welcoming and inclusive environment. Staff greet children on arrival and spend time talking to parents about children's well-being, such as how they have slept. This helps the key persons to know precisely how to support children. Staff are excellent role models for children. Children observe staff and then copy their positive behaviours. Children show their understanding of rules and talk about how they can be kind. Children's behaviour is consistently excellent. Older children are eager to help younger ones. They share their vast knowledge and learning, and all children positively flourish in their development at the pre-school.

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

- The manager recognises that the COVID-19 period meant that children have had different experiences in their early childhood. For some children, extra time with their families has given them very firm foundations in learning that mean they are exceeding expectations for their young age. Consequently, staff ensure that the most-able children experience greater challenge in their learning. They adapt the curriculum and work effectively with the local village school to expand on children's already superb knowledge and skills. Staff have learned about phonics programmes to support children's early literacy development. This is one example of how staff are proactive in working with other professionals to provide a curriculum that encourages all children to reach their full potential.
- Staff skilfully adapt the curriculum for children with SEND. They are so confident in their delivery of the curriculum that they make everyday changes to ensure that all children receive the exact support they need. Staff work successfully with other professionals to exchange information about children's progress. As a result, they develop finely tuned plans that are understood by all staff, to provide targeted support for children.
- Children learn to program familiar, simple technology to advance their learning.

For example, they ask electronic devices to play their favourite songs and to answer their questions. Children view electronic devices as a learning tool, and seamlessly incorporate technology into their learning experiences in meaningful and practical ways.

- Staff recognise the successes of the curriculum. They are proud of how well children learn to be sociable and caring individuals. Children show a great deal of empathy for others and show real kindness and respect as they play and learn. Despite their very young ages, children are establishing genuine friendships with each other and show absolute joy in playing together.
- Staff recognise what makes children unique and individual. Staff engage with children, talking at length about the things that they celebrate at home and what makes them special. This helps to value children's vast range of experiences and fosters an environment where children know about each other and truly celebrate their similarities and differences.
- The pre-school has a strong sense of identity and plays a vital part within the local community. Staff and children are proud of their pre-school, and families say that they feel welcome and partners in children's education. Families receive an abundance of information, support and advice from staff that helps them to further embed children's learning at home.
- The provider has superb, supportive oversight of the provision, which includes the effectiveness of the curriculum and its implementation. The provider has reformed the training programme for staff and this now focuses much more on what staff need to know in order to maximise their effectiveness. This has a tangible, positive impact on the exceptional quality of the provision.

Safeguarding

The arrangements for safeguarding are effective.

All staff show an extensive awareness of safeguarding matters. They complete training to help them to remain alert to any indications that children might be at risk of harm. Staff fully understand what action to take if they have any concerns about children's welfare and who to report their concerns to. Senior staff are skilled in making decisions about when to refer any information to relevant local safeguarding partners. The manager has a thorough understanding of safeguarding issues in the local and wider area. This means that she is highly effective in her role of safeguarding children.

Setting details

Unique reference number	2655509
Local authority	Milton Keynes
Inspection number	10308748
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	20
Name of registered person	Ducklings Limited
Registered person unique reference number	RP910109
Telephone number	07828807290
Date of previous inspection	Not applicable

Information about this early years setting

Ducklings Bow Brickhill registered in 2021 and operates from a village hall in Bow Brickhill. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 2.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Marshall-Gowen

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 discussed the intent of the curriculum and observed its implementation during activities indoors and outdoors, and assessed the impact this had on children's learning.
- A joint observation was completed and discussed with the manager.
- During the inspection, the inspector held a meeting with the manager and the provider. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- Parents were invited to share their views with the inspector. Several parents discussed their views during the inspection and the inspector took account of all feedback received.

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