

Inspection of Ducklings Limited

Oldbrook Centre, Oldbrook Boulevard, Milton Keynes MK6 2QA

Inspection date: 14 February 2024

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

What is it like to attend this early years setting?

The provision is good

Children come in confidently to this welcoming setting. They are greeted by the friendly staff who meet them with smiles. Staff build strong bonds with the children and their families. Children settle quickly and staff meet their needs well. Staff have high expectations for children's learning and development. They are good role models and children behave well. If conflicts arise, staff support children to resolve these successfully.

Staff gather information about children when they first start, and along with regular assessment, use this to support their individual needs. Children show that they feel safe and secure by confidently exploring the resources and equipment available to them. They approach staff if they need comfort or support. Staff consistently encourage the use of good manners.

Children with special educational needs and/or disabilities make good progress. Staff work closely with other agencies to assess, plan and provide activities to meet children's individual needs. They use advice from outside agencies to organise the space to meet children's needs. For example, they have created a quiet space for children to go to if they feel overwhelmed. When children use this space, staff then recognise that they may need support and offer this.

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

- The passionate and enthusiastic manager has worked hard to make improvements since the last inspection. She has a clear vision for what she wants the children to achieve during their time at the setting. Managers and staff have reviewed the curriculum and completed training to make significant improvements. Staff report that they are happy and feel valued and supported in their jobs.
- Staff understand the curriculum and implement this successfully. Changes to the layout of the room meet children's needs well. Activities are planned around children's interests and meeting their next steps. For example, staff provide resources when children show an interest in emergency vehicles. However, at times staff do not recognise when children need support to join in with activities and form friendships. On occasion, this means some children do not engage with and fully benefit from the experiences staff provide.
- Staff support children to be independent. Children learn about self-care. For example, when children sneeze, they go to the nose wiping station and get a tissue to wipe their noses. During snack time, children help to prepare their chosen fruit. They persevere when cutting cucumbers and peeling bananas. Children are proud when they achieve these tasks.
- Staff recognise children's individual speech and language needs. They

successfully ask children open ended questions and give children ample time to think and respond. Children with English as an additional language make good progress. Staff use visual prompts and words from their home language to help communication. They work with other agencies to ensure that children's cultures and languages are reflected within the setting.

- The manager has recognised the need to support children with managing their oral hygiene. She has researched this area and sought out resources to help children to understand how to look after their teeth. For example, children explore large models of teeth. They use toothbrushes and toothpaste to practice brushing the plastic teeth. Staff talk to children about healthy food choices.
- Staff support children's mathematical development well. They successfully incorporate counting and size into children's activities. For example, while playing with bears, staff encourage children to count them. Children look at the different sizes and talk about the big bear and the small bear. Children excitedly work with staff to use measuring tapes to see how tall they are. They patiently wait their turn and help their friends to read the numbers.
- Children have ample opportunities for physical exercise. Staff provide resources in the garden and children work together to build an assault course that they skilfully balance along. Children throw and catch balls and navigate their way around the space on bicycles. Staff join in with children during energetic movement session. Children laugh with delight as they jump around and dance to music.
- Parents report that the staff are friendly and create a nurturing environment. Children settle well and staff support children's individual needs well. Parents say that their children are happy and excited to attend. They receive good communication from staff and are supported should they need any advice. Parents say their children make good progress.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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 strengthen activity planning, to further encourage all children's involvement in activities.

Setting details

Unique reference number	EY490246
Local authority	Milton Keynes
Inspection number	10283727
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	35
Name of registered person	Ducklings Limited
Registered person unique reference number	RP910109
Telephone number	07548 253540
Date of previous inspection	28 February 2023

Information about this early years setting

Ducklings Limited registered in 2015 and is situated in Oldbrook, Milton Keynes, Buckinghamshire. It is open from 9.15am to 2.45pm on Monday to Friday, during term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The provider employs six members of staff, of whom three hold appropriate qualifications at level 3 and one holds a suitable qualification at level 2.

Information about this inspection

Inspector
Nicky Butler

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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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