

Little Ducklings Pre-School

Holbein Close, Basingstoke, Hampshire RG21 3EX



Inspection date

11 February 2019

Previous inspection date

7 March 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff have a good understanding of how young children learn. When children use their senses to explore different types of materials, staff play alongside them, ask a range of questions and plan effectively what they need to learn next.
- Children benefit from a stimulating range of outdoor opportunities. Staff skilfully support their growing independence and curiosity as they explore the natural world around them.
- Children are happy and settled. Staff build good relationships with children. They frequently boost their self-esteem with praise and recognition of their achievements. This contributes positively to children's emotional development.
- Staff have good relationships with parents. They regularly share information with them about what children do and learn. Staff make suggestions about how parents can support their child's learning further at home. This contributes successfully to children's good progress.
- Leaders and staff have made improvements since the last inspection. They regularly evaluate and review areas of the pre-school. They use the views of the parents and children to identify strengths and weaknesses, to help make changes that will benefit the children.
- Leaders have not fully considered all ways to enhance and monitor staff's ongoing performance to raise the good quality of teaching to an even higher level.
- Staff do not have the best possible insight when assessing children's starting points to inform future planning.

What the setting needs to do to improve further

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

- strengthen the procedures for monitoring staff's practice, precisely identify and target any weaknesses in teaching, and enhance their training opportunities
- use observation and assessment more accurately when children first start and consider prior achievements fully when assessing their starting points in development.

Inspection activities

- The inspector observed activities in the main base room and garden.
- The inspector carried out a joint observation with the manager and checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at relevant documentation, including planning and a selection of the setting's policies and children's records.
- The inspector held meetings with the manager and the chairperson of the committee. She spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Anneliese Fox-Jones

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders have taken effective steps to improve records since the last inspection. There are more accurate details of children's attendance, and appropriate personal information is sought from parents regarding each child. There are secure recruitment procedures to check the suitability of staff. Staff know the local procedures to follow if they have any concerns about a child's welfare. They are kept up to date with wider child protection issues and staff access all relevant safeguarding training. Overall, staff have regular supervision and staff meetings. Leaders analyse data to keep track of children's good progress. Effective interventions are in place to support children's progress in communication and language. Partnerships with parents are effective. Parents are well informed about their child's learning and they are happy with the care that their children receive.

Quality of teaching, learning and assessment is good

Staff regularly observe children's learning and provide activities that engage their interests. Children have a wide variety of play materials, indoors and outdoors, readily available for them to use independently. Children are confident in making choices about what they want to do. For example, they enjoy manipulating dough and playing with rice. Staff support children's communication and language skills well. For instance, they consistently engage children in conversation about recent events, their families and interests. Staff support children's physical play very well. For example, children enjoy completing challenging obstacles outside and are excited to take part in familiar movement-to-music routines at the end of the session.

Personal development, behaviour and welfare are good

Staff are positive role models. They consistently demonstrate good manners and support children to share and take turns. Children behave well. They understand the daily routines well. They are able to follow instructions and develop good independence skills. For example, older children confidently put their coats on before they go outside, and they serve their own food and drinks at snack time. Staff teach children about the importance of healthy lifestyles and ensure that they follow good hygiene procedures. The extensive outdoor space helps children to develop their large muscle skills. They enthusiastically run, cycle and climb. Children explore resources to help them learn about different people, their communities and cultures.

Outcomes for children are good

Children make good progress and gain skills which will help them in their future learning and school. They are keen learners who confidently explore their surroundings. Children learn to play safely, to assess risks and make decisions for themselves, for example as they climb, balance and jump from crates and large tyres. Younger children have good imaginations and act out different scenarios, for example, with play figures and in the play kitchen. They take part enthusiastically and demonstrate good levels of independence.

Setting details

Unique reference number	EY424761
Local authority	Hampshire
Inspection number	10084801
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	2 - 4
Total number of places	30
Number of children on roll	41
Name of registered person	Little Ducklings Pre-School Basingstoke
Registered person unique reference number	RP907293
Date of previous inspection	7 March 2018
Telephone number	01256 413794

Little Ducklings Pre-School re-registered in 2011 when it moved to new premises. The pre-school is situated in Black Dam, in Basingstoke, Hampshire. The pre-school employs eight members of staff, including an administrator. Six staff members hold appropriate qualifications at level 3 or above. The pre-school opens Monday to Friday during school term times. Sessions are from 9am to 3pm, with a breakfast club running from 8am to 9am. The pre-school provides funded early education for children aged two, three and four years.

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