

# Deanwood Ducklings

Deanwood Primary Education Technology School, Long Catlis Road, Gillingham, Kent, ME8 9TX



## Inspection date

12 January 2017

Previous inspection date

16 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the 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

- The manager self-evaluates effectively and includes the views of parents, staff and children. For example, the introduction of a self-register system, as suggested by parents, means that there are now more opportunities for children to enhance their sense of belonging and literacy skills. Partnerships with parents are good.
- Good systems for monitoring children's progress help staff to identify individual or groups of children needing extra support; and staff provide this quickly. For example, scales and tape measures have been introduced into role-play areas to engage boys more in mathematics. All children make good progress from their starting points.
- Staff are highly effective at developing children's communication and language skills. For instance, they make good use of hand signs to develop children's understanding and speaking skills. Staff engage children effectively in a wide range of books and develop their early literacy skills well.
- The key-person system is effective. Staff know children's learning and development needs well and provide sensitive support to maintain their emotional well-being.

### It is not yet outstanding because:

- Staff do not consistently build on children's exploration skills and help challenge them in their learning.
- Staff do not make the most of opportunities to help children celebrate their own work and enhance their sense of achievement.

## What the setting needs to do to improve further

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

- provide consistent encouragement for children to independently explore and engage in the activities on offer
- make the most of opportunities to help children to develop their confidence and sense of achievement.

### Inspection activities

- The inspector observed the quality of teaching, completed a joint observation with the manager and held discussions about children's learning and progress.
- The inspector held conversations with the manager, staff and children throughout the inspection.
- The inspector checked evidence of staff suitability checks, staff qualifications and relevant policies and procedures.
- The inspector took account of the views of the parents during the inspection.
- The inspector observed children's activities, planning and assessment records.

### Inspector

Kimberley Luckham

## Inspection findings

### **Effectiveness of the leadership and management is good**

The manager is ambitious and strives to offer high-quality care for children and their families. She works closely with other professionals to help improve staff practice and outcomes for children. Management supports staff to improve their practice. For example, management undertakes regular staff observations and provides ongoing training and individual support. Safeguarding is effective. All staff assess the environment for potential risks and regularly update their safeguarding knowledge. Children's safety is central to everything staff do. They follow their policies and procedures effectively to act on and report any concerns promptly. Staff deployment is effective and children are supervised well at all times. The manager has a good awareness of her role and responsibilities, such as what situations need notifying to Ofsted.

### **Quality of teaching, learning and assessment is good**

Staff gather detailed information from parents about children's interests and development at home. They use this well to help them build on children's learning experiences. Staff accurately assess children's levels of development and plan activities and experiences to enhance their learning. Staff make effective use of a wide range of resources to engage children. For instance, children build on their creative and physical skills as they use tools and resources in the 'mud kitchen' to make 'cakes'. Staff use this opportunity well to build on children's own experiences and make real-life connections, such as to their own birthdays. There are strong links in place with the local schools. Information is shared about children's development to support continuity in their learning.

### **Personal development, behaviour and welfare are good**

Staff provide a welcoming environment. Children know what is expected of them and follow the clear expectations that they help staff set. Children enjoy a stimulating outdoor play area and have a range of opportunities to develop their physical skills. Staff support children's developing understanding of how to keep themselves safe and healthy. For example, children learn the importance of washing their hands before eating. Staff help children develop their awareness of healthy lifestyles. For example, they engage children in conversations about healthy food choices during snack and meal times.

### **Outcomes for children are good**

Children show good levels of independence and they are prepared well for their next stage in learning or school. For example, they benefit from small group sessions where they show high levels of engagement and develop good concentration skills. Children gain a good awareness of themselves, and the similarities and differences between themselves and others. For example, they observe positive images of diversity and choose from a range of multicultural resources, such as dressing-up clothes and books.

## Setting details

<b>Unique reference number</b>	103802
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	1068352
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Deanwood Ducklings Pre-School Play And Learn Group Committee
<b>Registered person unique reference number</b>	RP909683
<b>Date of previous inspection</b>	16 June 2014
<b>Telephone number</b>	01634 239531

Deanwood Ducklings & Extended Services registered in 1997 and is run by a committee. The provision operates within Deanwood Primary Education Technology School, Gillingham, Kent. The pre-school is open Monday, Tuesday and Thursday from 9am to 3pm and on Wednesday and Friday from 9am to 12 noon. The breakfast and after school club operates weekday from 7.30am to 8.45am and 3.15pm to 6pm. They open term time only. There are 10 staff, of whom nine hold appropriate early years qualifications. The setting receives funding for the provision of free early education for children aged two, three and four.

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