

# Dynamic Ducks

Rickmansworth Park Junior Mixed Infant School, Park Road,  
RICKMANSWORTH, Hertfordshire WD3 1HU



<b>Inspection date</b>	21 June 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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		Not Applicable	

## Summary of key findings for parents

### This provision is good

- Children confidently explore the outdoor environment and take risks safely. They climb up hills to reach the woodland area. They work collaboratively to complete tasks, such as finding items together during a scavenger hunt.
- Children's well-being and emotional development is a high priority to the staff at the club. Children are very well supported to feel comfortable and relaxed. Children demonstrate high levels of confidence, such as sharing news from the day with the other children and staff during group registration time.
- Parents are very content with the service that is offered at the club. Staff communicate effectively with them. For example, they pass on messages from school teachers so that parents are kept informed of vital information.
- Children play an active role in making choices at the club. The manager meets with them to discuss their ideas for activities. They confidently choose what they want to play with from the resource cupboard.
- Staff act as positive role models for the children who attend the club. They are happy and enjoy their roles. They keenly join in with children's games and promote younger children's turn taking and sharing skills effectively.
- The manager does not always use her observations of staff effectively enough to identify any areas of weakness in their practice.

## What the setting needs to do to improve further

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

- strengthen the staff observation process to accurately identify areas of weakness in staff practice and support staff to raise the quality of their interactions with children to an exceptional level.

### Inspection activities

- The inspector had a tour of the areas of the premises used by the club indoors and outdoors.
- The inspector observed the quality of activities and staff interactions with children indoors and outdoors.
- The inspector held discussions with parents. She took their views into consideration.
- The inspector spoke to the manager, staff and children at appropriate times throughout the inspection.
- The inspector looked at a range of documentation, including policies, staff suitability documents and children's records.

### Inspector

Jennifer Hardy

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager checks staff's safeguarding knowledge regularly. For instance, staff are given regular questionnaires relating to the club's policies to complete. The manager ensures that staff complete a range of safeguarding training. Staff are confident in the process to follow if they have any concerns regarding children's welfare. Staff hold regular discussions about the daily running of the club. For instance, they meet at the start of each session to discuss the activities on offer and their roles for the day. Staff meet with the experienced manager regularly. She recognises their strengths and areas of interest and utilises staff members effectively. The manager actively seeks the views of parents who use the club. This helps her to enhance the service she offers them. The manager also holds a number of roles within the school where the club is based. She uses her strong relationships with school teachers to support children. For instance, they work closely together to monitor children's progress and discuss children's individual targets. They work collaboratively to support children to achieve these targets.

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

Younger children share their ideas and thoughts with others. The older children listen with interest to what they have to say. Staff build on children's existing communication skills well. For instance, they ask the children questions about the information they are sharing. Children use technology during their time at the club. They create informative posters relating to the topics they are learning about. Children excitedly explore the outdoor learning environment. For instance, they play hide and seek with the staff and their friends. The staff offer children a range of enjoyable experiences. Children gain new skills. For example, they gather sticks from the woods to use to make a campfire. Staff explain to the children how to light the campfire safely. Children watch keenly and listen to the staff with interest. They follow staff's instructions well. Children demonstrate a strong understanding of the rules in place to keep them safe. For example, they tell the other children that they need to stay behind the cones so that they will not get hurt.

### Personal development, behaviour and welfare are good

Younger children demonstrate that they are happy and settled at the club. For example, they join in activities with older children, such as singing songs around the campfire. They behave well and the older children act as positive role models to them. The oldest children are given important roles, which helps them to develop a sense of responsibility. Headteachers from the school the children attend speak positively about the club. They feel that staff at the club have a positive impact on children's behaviour and well-being. Children remain focused as they complete the activities on offer. Staff use positive praise effectively, which helps children to remain motivated in the tasks they complete. Staff know the children well. They talk to children about topics that interest them. Staff sympathetically support children's individual needs. They recognise the importance of children being able to rest and relax after a busy day at school.

## Setting details

<b>Unique reference number</b>	EY544435
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10102286
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children</b>	4 - 10
<b>Total number of places</b>	32
<b>Number of children on roll</b>	100
<b>Name of registered person</b>	Dynamic Ducks Ltd
<b>Registered person unique reference number</b>	RP544434
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01923 770265

Dynamic Ducks registered in 2017. It operates from Rickmansworth Park Junior School, in Rickmansworth, Hertfordshire. The wrap around club operates from Monday to Friday, from 7.30am to 8.50am and 3.20pm to 6.30pm, during term time. There is a holiday club which operates from Monday to Friday, 8am to 6pm during school holidays. The manager of the club holds a relevant qualification at level 3.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

