



Puddleducks Community Playgroup

Inspection report for early years provision

Unique Reference Number	145940
Inspection date	23 May 2006
Inspector	Sue Stuart / Pamela Woodhouse
Setting Address	Saxon Road, Harnham, Salisbury, Wiltshire, SP2 8JZ
Telephone number	01722 416293
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Registered person	Puddleducks Community Playgroup
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Puddleducks Community Playgroup opened in 1992. It operates from a mobile classroom in the grounds of Harnham Infants School in Salisbury, Wiltshire. Children attend from the local area and nearby villages.

The setting is registered for 18 children from two years to under five years old. There are currently 52 on roll, including 37 children in receipt of Government funded Nursery Education. The group supports children with learning difficulties, and who

Speak English as an additional language.

The setting is open five days a week during term time. Sessions are from 09.00 to 11.45 and 12.45 to 15.15. The Monday afternoon session is from 13.00 to 15.00. Children attend for a variety of sessions. There are five members of staff who work with the children, four hold appropriate early years qualifications and one is working towards a qualification.

The setting receives support from the local authority. The setting are accredited members of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted due to the sensible precautions staff take to maintain good hygiene and reduce their risk to cross infection. For example, children do not attend when they are ill to prevent the spread of infection. Children wash their hands before snack and know the reason they do this, for example, children say to 'wash the germs away'. Paper towels are used, these are disposed of in covered bins and staff undertake a daily cleaning routine to maintain the premises. For example, toilet areas and floors are cleaned each day. Staff are also mindful to make sure that children's toys are clean and suitable for them to use and change the water in the water tray every day to minimise any risk to children. Accident records are clearly recorded and signed by the parent. This ensures that they are fully informed about any accident occurring to their children. Staff are also fully aware of children's medical needs and know what intervention is necessary, having the required permission from parents to administer prescribed medication.

Children are encouraged to eat healthily and have a variety of snacks mid-session which support this. They have a choice of fresh and dried fruit and also have toast and fruit breads which they help to prepare themselves. Staff eat the same snack as the children and sit with them which makes snack time a social occasion and reinforces the healthy eating message. Children are beginning to learn that food has an effect on their bodies, one remarks that milk is healthier than water and enters into discussion with a member of staff about milk helping to make strong white teeth. Children have free access to water throughout the session, this encourages them to drink when they are thirsty, for example, many children have a drink after their activity session.

Children have regular opportunities for fresh air and exercise to promote healthy lifestyles, they play outside in the shaded garden and also use the school playground. Children develop co-ordination and confidence as they climb and slide, and learn to negotiate space while pedalling bikes and other wheeled toys. They have a weekly physical exercise session to help them learn new physical skills, such as balancing on beams and playing with balls and hoops. They have good opportunities to learn a range of new skills, such as spreading glue, and pouring and scooping sand. They demonstrate good spatial awareness, for instance as they play

'A farmers in the den'.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe due to the staff's knowledge and understanding of safety issues and the positive measures they put in place. These include a risk assessment of the premises before children arrive in the morning and staff being vigilant throughout the sessions to ensure that premises and equipment remain safe. For example, making sure that the floor is clear of obstacles and that the gate is locked to prevent children from entering the kitchen. The outside play area is checked before being used by the children and is securely enclosed. There is a comprehensive fire evacuation procedure which is practised with the children. The fire drill is recorded and evaluated to enable staff to identify and address any potential issues which may cause a delay in a real emergency. The fire fighting equipment is checked by a qualified service engineer annually to ensure that it can be activated if necessary.

Children play with a wide variety of good quality toys and resources which provide suitable challenges to aid their development. The pre-school is well resourced, for example, activities such as the shop has a good stock of clean, whole boxes and packets plus resources that make a 'proper' shop such as baskets, trolleys, shelves, cash register and telephone. There are enough construction resources for several children to be able to construct models without having to wait for pieces to become free, for example, a good assortment of octagons. Children are able to take full advantage of equipment such as tables and chairs and comfortable seating in the library corner because these are of child height.

Children's welfare is promoted due to the effective measures in place to protect them from harm. Staff have a sound understanding of their roles and responsibilities. They are familiar with the setting's policy and procedures, reporting through the line management system and recording concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the setting happily and quickly settle into their routine. They are confident and secure in their surroundings, having a good relationship with their peers and staff. Children approach staff for support or just for a chat and there is a friendly rapport between them. They are busily and constructively occupied, playing purposefully with their chosen activities and there is pleasant buzz of activity. Children know the routine of the session and confidently move between activities which are pitched to offer challenges which are appropriate to children's individual ability.

Children play with a good range of well planned and free choice activities which promote all areas of their development and learning. They are given time to complete these at their own pace, for example, there is no pressure for a child to finish or leave

her collage when the rest of the children go to play outside. She happily joins her peers when she has finished her activity to her own satisfaction. Children have good levels of independence, for example, they take off their coats and hang them on their coat pegs and competently put them on when preparing to play outside.

The quality of teaching and learning is good. Children gain from the staff's knowledge and understanding of the Foundation Stage curriculum, and how children learn. This enables staff to plan suitable, fun, learning programmes that cover all areas of learning, and link into each child's individual learning programme, to ensure challenges are appropriate. For example, the current topic on 'all about ourselves' covers the importance of being a good listener and this is reflected in activities, such as listening and following instructions while playing whole group games. The room is organised into learning areas so that children can move freely from area to area. They benefit from this freedom to choose their activities, with appropriate support from staff.

Children's progress is measured through detailed observations and effective assessment system. Staff use these observations to identify the next steps for children's learning, to ensure their progress through the stepping stones is appropriately addressed and recorded.

Children develop a positive attitude to their learning are well motivated and are beginning to work independently, such as selecting writing materials from the trolley. They choose from a wide range of interesting, fun and practical activities, for instance they learn about size as they use construction straws to make spectacles to fit themselves and adults. Their learning is developed through staff's effective questioning and interest in the children.

Children's behaviour is good. Children respond well to praise and encouragement as they achieve a task. They relate well to each other, and are learning to work harmoniously with others, for example taking turns and sharing octagons as they join them together to make a tower. Children demonstrate their interest in numbers as they sing number action rhymes and count the number of children present. Children learn about shapes and size, while matching and sorting boxes in the 'shop'.

Children are given good opportunities to develop their communication skills and their ideas, for example while involving themselves in their role play, shopping in a supermarket. They have access to a wide range of books both for enjoyment and information. They have opportunities to use information technology to support their learning. Children benefit from the chance to use a variety of writing materials to make marks and draw pictures. Children use name cards to help them learn their names, however, these are not used consistently to ensure they learn to recognise the meaning of print.

Children learn about their environment in many ways, for example they have regular opportunities to go on nature walks in the woods behind the school. They explore a variety of materials to learn about their senses and texture, such as feeling sand, and using torches and magnets to find out about the environment. They join in action songs, and have chances to play instruments to learn about movement, sound and rhythm.

Helping children make a positive contribution

The provision is good.

Children's individual needs are well supported and there is plenty of one-to-one attention with their key worker and with the staff who have responsibility for specific areas of learning. For example, the development of children's writing skills. Staff ensure that they obtain comprehensive information from parents about their children at the outset. The information enables them to use this to inform the children's initial assessment and to help to plan for their learning. Children have full and equal access to all resources and activities and there is no gender discrimination. Activities, and the resources used, differ between the morning and afternoon session. This is so that each session reflects the capabilities of the children and offers them appropriate challenges.

Children who have special needs are well supported. Staff have undertaken appropriate training and liaise with the children's parents and other professionals to provide a cohesive approach to their learning. Staff also spend time visiting specialist units such as the speech and language unit, this is reciprocated by the speech therapist visiting the setting and fosters good teamwork.

Children's spiritual, moral, social and cultural development is fostered. They are beginning to communicate their ideas and emotions and show concern for others, for example children demonstrate both frustration and delight as they whisk soapy water to make bubbles. They demonstrate good self care skills, for instance they access the toilet and hand washing facilities independently.

Children behave well. They know what is expected of them and are aware of the rules and routines of the setting. They benefit from good role models provided by the staff, who promote a positive calm friendly atmosphere.

Their understanding of other cultures is developed through resources and activities designed to broaden their knowledge of the wider world. They celebrate a variety of festivals and share their holiday experiences, for instance showing artefacts from Japan. They have good opportunities to learn about the local community.

The partnership with parents and carers is good. Children benefit from the open warm welcome that families receive. Parents are given good information about the setting and the Foundation Stage curriculum activities. Parents are kept well informed about their child's progress and achievements through regular planned meetings and daily exchanges of information.

Parents are encouraged to comment on and are invited to contribute to their child's learning plans. Parents share their expertise, for example, a parent shared her experiences as a cook to help the children make cakes. Regular newsletters keep parents up to date with current topic work. Children benefit from this proactive partnership as families feel well supported and children's needs are met in accordance to their parent's wishes.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom they provide. All staff are suitable to work with children, are experienced and well qualified. Staff work well as a team, they regularly discuss planning and the children's progress on a daily basis. The effective staff deployment ensures all children receive plenty of time and attention from staff.

Children play in warm, welcoming premises which are clean, light and cheerfully decorated with many examples of their art, drawings and creative work. Suitable temperatures are maintained and some windows are kept open to ensure that fresh air circulates. Space is organised effectively to provide opportunities for children to sit at tables or on the floor to play in comfort. Space is used well in the garden to enable children to run around and play on the equipment safely. However, the organisation of time while children prepare to go outside, and getting ready for snack is lengthy and some children sit around patiently for something to do.

The clear operational plan ensures that the sessions run smoothly and children benefit from the stable routine. All required policies and procedures to promote the welfare and care of children are in place and implemented well.

The leadership and management is good. Puddleducks Community Playgroup is managed by a voluntary management committee. The success of the setting is the strong relationship between the committee and staff. They are able to correctly identify their strengths and areas for development and act on their findings. An effective monitoring and curriculum evaluation system for the educational programme is in place, for instance staff carry out peer observations to help them identify areas for development.

Staff are dedicated and keen to provide effective learning programmes. Annual staff appraisals means they are able to identify their training needs and develop their own practice, which in turn, has a positive impact for the children's learning.

Improvements since the last inspection

At the last inspection the setting agreed to develop all staff's knowledge and understanding of child protection issues, ensure children have regular access to drinking water, ensure that the risk assessment is regularly reviewed and increase the use of information and communication technology.

These issues have been addressed by all staff attending training and familiarising themselves with the settings child protection procedures. This means that staff know the procedures to follow should they have any concerns about a child in their care. Children have free access to their own drinks bottles throughout the session which means that they can decide for themselves when they want a drink. Full risk assessments are carried out annually and a daily assessment of the premises and equipment is undertaken. This ensures that the premises and resources are safe for

the children. Children have opportunities to use the computer and regularly play with programmable toys such as cash registers, telephones, and calculators so that they are able to experience everyday technology.

At the last nursery education inspection the setting agreed to increase the range of media and materials available with which the children can freely experiment and express themselves, access to a selection of writing materials, paint, chalk board, sand, and water. The setting have provided a trolley containing a selection of art and writing materials which along with the sand, water and chalk board activities children can freely access during the session.

They also agreed to extend the planning for physical development, and ensure the regular and consistent use of assessment to record the children's progress and to contribute to formal planning for the next steps of individual children. Planned physical exercise sessions are built into the weekly plans. The setting has developed a comprehensive assessment procedure so that staff can identify children's next stage of learning. These improvements have a positive impact on children's learning.

Complaints since the last inspection

There are no complaints made to Ofsted since the last inspection. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- consider the organisation of children's snack time and their preparation for playing outside to make better use of time

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide further opportunities for children to recognise their names

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk