



Haddenham Puddleducks Pre-School

Inspection report for early years provision

Unique Reference Number	140830
Inspection date	16 November 2006
Inspector	Sonjia Nicholson
Setting Address	Scout and Guide Centre, Banks Park, Haddenham, Aylesbury, Buckinghamshire, HP17 8EE
Telephone number	07765 217298
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Registered person	Haddenham Puddleducks
Type of inspection	Integrated
Type of care	Full day 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Haddenham Puddleducks Pre-School opened over 40 years ago. It is run by a committee of parents and operates from the Scout and Guide Centre in the village of Haddenham. The premises comprise of one large room, a kitchen, and toilets. There is a small enclosed outside garden area. It serves the local area and surrounding villages and is registered to receive nursery education funding.

A maximum of 26 children may attend the group at any one time. There are currently 34 children from two to under five years on roll. Of these 24 are receiving nursery education funding. The setting currently supports a number of children with learning difficulties and/or disabilities.

The pre-school sessions run from 09.15 until 11.45, Monday to Friday and 13.00 to 15.30 on Mondays. On Monday, Wednesday and Friday they hold an optional lunch club from 11.45 until

13.00. Children bring their own packed lunch. Staff also run a 'Ready For School Club' from Easter until the end of the summer term to prepare children for school.

There are ten staff employed along with an administrator. The supervisor holds a level two qualification and there is an action plan in place detailing how she will achieve a level three qualification. Two other staff members hold early years qualifications to level three and four staff hold a level two qualification. The pre-school is a member of the Pre-school Learning Alliance (PSLA) and receives support from the Early Years Development and Childcare Service (EYDCS).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy an interesting range of activities that support their good health; they play outside on a selection of bikes, trikes and other wheeled toys. Children have great fun digging and playing with the huge amounts of leaves from the large trees that overhang the play area. During indoor play there are opportunities for children to balance, climb and jump on a selection of large equipment rotated on a daily basis.

Children learn the importance of good personal hygiene through daily routines; they wash their hands before cooking and line up to wash them again before snack time. They independently select tissues to wipe their nose. Children have protection from cross-infection as staff follow good routines during the session, for example, they dispose of nappies appropriately and use anti-bacterial spray to wipe tables before children's snack times. Staff maintain records of nappy changes which ensures parents are fully informed about the care their child receives.

A high number of staff have up to date first aid training which means they are able to deal with minor injuries to children. Staff obtain written parental consent to seek emergency medical advice or treatment in the event of a more serious accident. There is a first aid box that meets current requirements and a member of staff takes responsibility for checking the contents. Staff record details of accidents to children, although the time is not recorded which could have implications for further treatment. Children's good health is maintained as staff know and implement the sickness policy and store and administer medication safely. Parents are informed of infectious diseases through notices displayed in the entrance hall; this helps prevent the spread of infection.

Children are encouraged to develop healthy eating habits through the nutritious snacks provided. Staff involve children in choosing and purchasing the fruit for snack time from the local greengrocers; they enjoy satsuma, apple, carrot, banana and cucumber followed by a dry breakfast cereal and raisins. Children have a good understanding of what healthy snacks are; they recognise that sweets and chocolate are not healthy. Snack times are well organised; staff choose two children from each table to be fruit and drink monitors which encourages their independence. Most children pour their own milk from cartons or water from a lidded jug. Children can access water in a lidded jug at their level, so they do not become thirsty.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play in premises that are welcoming and bright and most areas are well maintained. Children remain safe as staff check the premises before use each day to highlight any safety issues that may affect them but a formal risk assessment has not been undertaken. There are good procedures in place to maintain children's security, such as, keeping the main door locked at all times, recording details of visitors and providing a book for parents to record details of any changes to adults collecting children. There are clear policies in place regarding a child becoming lost or if a parent fails to collect a child.

Children's safety on outings is ensured as staff maintain high adult/child ratios; they gain parents written consent to go off-site and provide details of the outing so parents feel reassured. The committee are in the process of developing and adopting an outings policy to share with parents.

As a precaution, suitable fire safety equipment is in place; a fire blanket is attached to the wall in the kitchen, fire exits are signed and clear of furniture and debris and extinguishers are sited throughout the building. An evacuation procedure is on display and practiced regularly by children so they know what to do in the event of a fire.

Children enjoy playing with an interesting range of toys and equipment set out by the staff each day; these are accessible at their level so they develop independence. However, some home corner equipment is in poor condition. Staff do not always extend children's play with appropriate resources, such as, providing dolls clothes for the iron and ironing board in the home corner.

Children have protection from possible abuse and neglect as staff have a satisfactory knowledge of child protection issues. Staff have a basic understanding of the group's own child protection policy but not the 'Local Safeguarding Children Board' procedures document; parents do not have access to this document which means they are not fully aware of the staff's role in maintaining children's safety and welfare. There are arrangements in place to record existing injuries but staff are not always confident to address issues which means children may be at risk.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children move around the setting freely and know the routine well; they enter the group confidently and with some adult support find their name on the table, add it to the board and then decide what they want to play with. Two-year-olds complete activities at their level during small group times, for example, they have great fun using glitter, paper and glue to stick onto pre-cut butterflies; they too are familiar with their surroundings, for example, a child puts her picture away in her named drawer until home time.

Nursery Education.

The quality of teaching and learning is satisfactory. All staff are all involved in planning activities. They follow a weekly theme, such as, 'Bugs and Insects', and activities cover all areas of learning, although the planning tool in use does not always reflect this. Children come together as a whole group at registration time where staff discuss the activities on offer and encourage children to make choices. Children access a varied indoor and outdoor environment and staff provide some first hand experiences, such as, making biscuits, however they do not always challenge children's thinking and extend their learning through effective questioning. Staff are beginning to evaluate some of the planned activities to establish whether the learning objectives are met.

Staff have some knowledge of the Foundation Stage curriculum guidance and children are making satisfactory progress towards the early learning goals. Children's achievements are observed and recorded regularly by staff who use these to inform planning so children move on in their learning and development.

Children feel confident within the setting; they are interested in what is going on and have a positive approach to learning and new experiences. They keenly take part in the biscuit making activity. Children develop good relationships with staff who know them well. Staff encourage children to be independent, for example, to put their coat on and do it up before going out to play; and offer support to children who need it. At certain times throughout the session, such as, large group time and tidy-up time, children are noisy and do not listen attentively or follow instructions; this affects some children's ability to learn.

Children have opportunities to speak within a large group at 'show and tell' and recall times but some have difficulty listening attentively and require adult intervention to focus them on what is being said. Children handle fiction and non-fiction books in the book corner and enjoy having stories read to them by adults. Staff help children to learn new vocabulary, such as 'wormery' as part of the planned themes. They do not spontaneously link sounds to letters, for example, the initial sound of children's names. There are daily opportunities for children to make marks using a variety of tools, at the writing table and in the hospital. Some four year olds are beginning to form recognisable letters as they write their names on their work but staff do always provide additional resources to help them do so.

Children are beginning to count objects spontaneously to five, for example, at snack time a member of staff encourages a child to count how many pieces of cereal he has. Children enjoy singing numbers in songs, such as, 'six fat sausages sizzling in a pan' which includes some simple calculations. However, staff do not routinely use opportunities in activities to help children compare shape, position, size and quantity or to recreate simple patterns.

Children competently use simple matching programmes on the computer; they work co-operatively together without adult interaction. They enjoy playing with malleable materials, such as, play dough and biscuit dough, which they roll, pat, squeeze and generally explore. Children are beginning to use a range of tools including, scissors, paintbrushes and pencils and construct models with a variety of materials. Children learn about their community through daily trips to the fruit shop, music and movement sessions at the local first school and outings to the wildlife hospital. Through celebrating festivals and events, such as, Chinese New Year, Christmas and Bonfire Night they learn about different cultures and beliefs; there are some

resources to support this within the group. Children explore the natural world around them as they play with leaves in the garden and go on themed nature walks, for example, looking for animals hibernating. They are beginning to learn about living things and know for example, that the worms in their wormery make tunnels in the earth.

There are ample opportunities for children to use a range of tools including, scissors, paintbrushes and pencils and construct models with a variety of materials, such as, junk materials, bricks and cogs.

Children have opportunities to express themselves during free painting at the easel and drawing, using stamps and cutting at the table. Staff also plan creative activities linked to themes, for example, children enjoy making butterfly prints after hearing the story of 'The Hungry Caterpillar'. Children explore a range of textures as they make collage butterflies but there is a lack of discussion from staff to stimulate children's thinking. Children are beginning to recognise colours but there are no resources to consolidate this learning on display. Children act out scenarios during imaginary play in the hospital but again there is little or no adult interaction to extend this play. Children join in the movements and words of favourite songs and eagerly participate in a game of musical chairs.

Helping children make a positive contribution

The provision is satisfactory.

Children learn about diversity through resources, such as, fiction and non-fiction books, jigsaw puzzles, dolls with differing skin tones and dressing-up clothes suitable for boys and girls and from different ethnic backgrounds. They celebrate festivals and events, such as, Chinese New Year, Christmas and their birthdays which helps them develop a basic understanding of other cultures and beliefs. Children visit the greengrocers shop each day to choose fruit for their snack time, which helps them learn about the local community and develop a sense of belonging. They also visit a local wildlife hospital and take part in activities, such as, a treasure hunt around the village where they spot landmarks like the church tower. Children's spiritual, moral, social and cultural development is fostered.

Staff establish children's individual needs by asking parents to complete an initial profile with details of their likes/dislikes, a favourite story or toy, along with an admission form with personal details so they can offer appropriate care. Children with learning difficulties and/or disabilities are particularly well supported. Tpreschool's Special Educational Needs Co-ordinator is knowledgeable and actively works with parents and staff to set targets for children's Individual Educational Plan's to help children reach their full potential. She reviews their progress regularly. Staff receive support from the Early Years Development and Childcare Service to ensure they keep up to date with current practice.

Children generally behave well; they take turns at the computer and respond well to the tambourine signal at tidy-up time. However, staff do not manage some situations, such as, large group times and tidy-up time effectively, which means children's behaviour deteriorates and becomes noisy and chaotic; this impacts on their potential to learn.

Parents receive information via regular newsletters and notice boards and have access to policies and procedures that set out how the group operates; some of these, including the Complaints policy, require minor updates. The new committee keenly involve parents in their fundraising efforts and organise coffee mornings to further develop good relationships. Staff invite prospective parents and children to visit the group and provide an informative prospectus which is in the process of being updated. Parents are very happy with the care offered.

Partnership with parents and carers is satisfactory. Parents of children receiving nursery education funding have access to some information about the Foundation Stage. However there are limited opportunities for them to be involved in their child's learning after completing an initial profile detailing their child's achievements. Staff make regular observations of children's achievements and monitor their progress by completing assessment records; they share these informally with parents on transfer to school and use them to inform their planning of activities. Children's day to day progress is recorded in diaries or discussed with their keyworker. The children's spiritual, moral social and cultural development is fostered.

Organisation

The organisation is satisfactory.

The group has some procedures in place to recruit new staff, meet the requirements to assess staff suitability and ensure children are protected but these are not fully developed to include checks on applicant's health. There is an effective 'buddy' system in place to help new staff settle in and become familiar with their role. They have access to the group's policies and procedures and all staff are involved in reviewing them. Staff management procedures includes staff appraisals and staff meetings to establish training needs and development.

Children benefit from a well planned routine; staff work efficiently together as a team and are clear about their roles, as a result the session runs smoothly and children are busy and interested in what is going on. Staff ratios are high and staff are deployed well but at times they appear supervisory rather than interactive in children's play. Children have a keyworker and work in small groups according to their age, for planned activities, which means they learn at an appropriate pace, develop relationships with peers and staff and feel secure. The setting is bright and welcoming for children. Staff create different play areas, such as, a home corner and messy area and hang displays of their artwork to make it inviting.

Leadership and management are satisfactory. The new committee have established good channels of communication with the staff, for example, the chairperson has attended a staff meeting and the supervisor and deputy supervisor attend committee meetings to discuss pertinent issues. The group actively seeks support from the Early Years Childcare and Development Service and keenly welcomes their input to improve the care provided. Some committee members are aware of their role and responsibility. The setting is beginning to evaluate the nursery education provision to ensure children are making progress.

All regulatory records are in place and stored confidentially to protect children's identity. Staff share records, such as, accident and incidents with parents so they are fully aware of the care their child receives. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection it was recommended that staff gain written permission from parents to seek medical advice or treatment in the event of an emergency and make a written statement available to parents detailing the procedure to follow if they wish to make a complaint.

Since the last inspection children's health is better protected as parents now sign a consent form which allows staff to seek emergency medical treatment or advice. Parents now have access to a written policy regarding complaints.

Two key issues were raised to improve the quality and standards of the educational provision:

1. Develop the evaluation of focused activities and overall provision, to ensure learning aims are met, activities are managed and resources effectively and children are given opportunities to extend skills especially in relation to free expression in art and the understanding of the passage of time.
2. Maintain regular and consistent recording of observations of children's attainment to enable ongoing progress to be easily identified and activities to be planned accordingly.

Good progress has been made since the last inspection. Children now have the opportunity to take part in painting and sticking activities on a daily basis. They discuss the weather, days of the week and date as they complete the daily board during large group time; this helps them understand the passage of time. Planning forms have been changed for all adult led activities and some activities are now evaluated. Keyworkers complete daily observations of the children and update their assessment records each week so their progress can be easily identified.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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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):

- update the child protection policy, share with parents and ensure all staff have a clear understanding of child protection issues and are able implement the policies and procedures
- create an environment that encourages good behaviour enabling children to engage fully in activities (also applies to Nursery Education).

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):

- extend staff knowledge and understanding of the Foundation Stage to ensure they set appropriate challenges for all children to progress towards the early learning goals
- keep parents fully informed about their child's achievements and progress and encourage parents to share what they know about their child
- extend the monitoring and evaluation of the provision for nursery education to ensure all children progress towards the early learning goals.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk