

# Puddleducks of Liss

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY348337
<b>Inspection date</b>	04 September 2007
<b>Inspector</b>	Lisa Jane Cupples
<b>Setting Address</b>	Newman Collard Playing Fields Pavilion, Hill Brow Road, LISS, Hampshire, GU33 7LE
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<b>Registered person</b>	Puddleducks of Liss Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Sessional care, Out of School 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](http://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 of Liss registered in 2007. The setting has been established since 1992 and recently re-registered as a private setting. It is situated in the pavilion at Newman Collard Playing Fields in the village of Liss, near Petersfield in Hampshire. Puddleducks is registered to care for a maximum of 26 children at any one time. The setting is open each weekday from 08:00 to 18:00 for 47 weeks of the year. All children share access to an enclosed outdoor play area.

There are currently 68 children from two to under eight years on roll. Of these, 18 children are in receipt of funding for early education and 36 children attend the breakfast and after school club. Puddleducks serves the local community and the surrounding area. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The setting employs seven members of staff. Of these, five hold appropriate early years qualifications and one is working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children learn about the importance of good personal hygiene through daily routines and discussions. For example, children are actively encouraged to wash their hands at appropriate times and talk about 'washing away the germs'. Children use individual hand towels or paper towels to dry their hands. However, the hand towels are not washed frequently to help prevent the possible spread of infection. Children will receive appropriate treatment if an accident occurs on the premises because all staff hold current first aid certificates and a fully stocked first aid kit is in place. Staff have a very clear understanding of the procedures to follow regarding the administration of medication and accidents. Parents are required to sign to acknowledge the entries, helping to keep them informed at all times.

Children benefit from a nutritious diet because staff have a clear understanding of healthy eating and provide a balanced diet for the children. Daily menus are displayed for the parents and hot meals are cooked on site. Parents provide packed lunches for their children and the setting provides an extensive range of fresh fruit and other healthy options for snacks. Children are beginning to learn the importance of healthy eating as they talk about the types of food that are good for them. Staff sit with the children at snack and meal times, talking about their favourite foods and engaging them in worthwhile conversation, helping to develop their social skills effectively.

Children have ample opportunities to develop their large muscle skills during indoor and outdoor physical activities. They have access to the local park and enjoy running, climbing, jumping and balancing on the equipment. Children ride wheeled toys, showing good spatial awareness as they avoid collisions in the outside play area. They are developing good hand to eye co-ordination through ball games and are learning to work together as a team when using the parachute. Children are able to free-flow in and out during the day, accessing a wide range of activities outside. They are beginning to show awareness of their own bodies as they come in to get jumpers and cardigans to keep them warm as the temperature drops. Children are learning to move with control and co-ordination during activities such as 'Sticky Kids' which is a favourite in the group.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The premises are warm and brightly decorated and staff greet the children and their parents as they arrive, making them feel welcome. Children's independence is encouraged from the time they arrive, as they hang their own coats up and put their personal belongings in their named trays. Children are able to move around freely from one activity to another and know what the various areas in the room are used for, helping to build their confidence and self-esteem. Children have access to an extensive range of resources and equipment that is suitable for their age and stage of development and understanding. The resources are stored on low-level units and shelves enabling the children to access them freely, developing their decision-making skills and freedom of choice. The resources are brightly coloured and clearly labelled; showing the children what is available throughout the day.

Children's safety is promoted effectively because staff are vigilant and complete daily risk assessments before the children arrive. A stair gate is used to prevent children from accessing

the kitchen area, all plug sockets are covered and the storage heaters are protected, helping to safeguard them. Children are beginning to learn to keep themselves safe through daily discussions, clear group rules and routines. For example, children know they must not run in the play room and they practise fire drills regularly so they know what to do in an emergency. Children are supervised extremely well when using the local park and very good procedures are in place. All the staff have a very good understanding of the child protection procedures and information charts and policies are clearly displayed around the setting. Children's safety is promoted effectively because staff would recognise the possible signs and symptoms of abuse and would report them to the relevant agency to safeguard the children who attend.

### **Helping children achieve well and enjoy what they do**

The provision is good.

All children arrive with enthusiasm and chat confidently to the staff about what they have been doing during the summer break. Staff kneel down to listen to the children showing a real interest in the conversation. Children separate easily from their parents and carers and are keen to participate in the wide range of activities. Children under three years spend some of their time at the setting in their own base room. Staff provide a wide range of activities aimed at their level of development. The children's progress is monitored and recorded and staff plan a selection of activities to reflect their needs and individual interests, helping the children to settle quickly and enjoy their time in the group. Some of their time is spent in the main nursery room with the children aged three to five years. Children benefit greatly from this experience as they learn from their peers and become familiar with the whole staff team, making their transition into the older group much easier, preventing the children from becoming upset during the changes.

Older children from the breakfast and after school club use both rooms and have access to a variety of resources and games that meet their needs. They are able to play physical games to burn off their excess energy or spend time quietly reading or playing board games if they are feeling tired after a hard day at school. Staff are skilled at meeting the needs of the different age groups and all the children have great fun when they attend the setting, whichever group they access. Children sing and dance, laughing and joking with each other and the staff as they tell each other funny stories and share their personal experiences.

### **Nursery Education**

The quality of teaching and learning are good. Staff have a very good understanding of the Foundation Stage and plan a well-balanced curriculum, enabling children to make good progress towards the early learning goals. Staff monitor and observe the children's progress and use the information to identify the children's next steps. Staff meetings are held to incorporate all the information from the key workers to inform the next short term planning. Specific activities are planned by key workers alongside the main curriculum to ensure all the children make good progress and receive additional support when necessary.

Staff interact exceptionally well with the children, sitting at their level and engaging them in purposeful conversation, further developing their skills because all the staff are aware of the learning intentions for each activity. They are skilled at knowing when to stand back and let play develop naturally and when to give gentle direction to calm games down. Staff introduce new vocabulary throughout the day and make the most of incidental learning opportunities, alongside the main planned curriculum to further extend the children's learning.

Children's social skills are developing well and they understand the rules of the group. They are able to follow simple instructions and enjoy taking responsibility for various roles during snack and meal times. For example, children help to collect the plates and cups and take them to the kitchen. Children are beginning to recognise letters and accurately match the sounds. Staff use phonetics to help the children make the links during practical activities and the daily routines. Children's spoken language is developing well. They are able to share their ideas and express their feelings with confidence. Children practise their emergent writing skills throughout the day. They write their names on their work and staff praise their efforts. However, there are some missed opportunities for children to practise writing for a variety of different purposes during free-play.

Children count confidently at every opportunity and are beginning to recognise numerals. They use mathematical language to describe size, shape, position and quantity during their play. Children recognise patterns and are able to recreate them accurately. For example, they match the sizes and colours of the 'Compare Bears'. Children use everyday technology with ease and have many opportunities to explore their local community. They visit the local shops, enjoy planting at their allotment and learn about the life cycles of animals. Children use their imaginations extremely well during role-play. They use the wide range of resources in the home corner to develop their ideas. They negotiate roles with each other and often invite the staff to join in their games. Children take part in a wide range of activities using all of their senses and exploring different textures and materials.

### **Helping children make a positive contribution**

The provision is good.

Staff have an extremely good understanding of equal opportunities and ensure all children have equal access to the resources and planned activities. Staff take the time to get to know the children and their families well, enabling them to plan activities that reflect the children's individual interests. Children show consideration for others and help each other whenever they can. For example, they help each other to put their aprons on for painting activities, pass resources to each other and take turns with ease. Children learn about the world around them through a wide range of planned topics and practical activities. For example, children learn about Divali, Chinese New Year, Easter and Christmas. They enjoy sharing their experiences with the local community, building strong relationships in the surrounding area. For example, visiting care homes during their Harvest Festival. Children learn to respect each others differences and have access to a wide range of multi-cultural resources on a daily basis. Children's social, moral, spiritual and cultural development is fostered.

Children with learning difficulties, disabilities and children who speak English as an additional language are supported extremely well in the setting. The special needs co-ordinator has good procedures in place and has developed strong links with other agencies for the benefit of the children and their families. All staff work closely with the parents to provide a consistent care package with the children's home life. Children behave exceptionally well because they know what is expected of them. Staff implement the clear rules and boundaries consistently and take the time to give clear explanations that reflect the children's individual understanding. For example, staff kneel down and talk to the children about why they need to pick up toys if they fall on the floor. The children know that it is so that other children will not fall over and hurt themselves. Staff are positive role models and deal with unwanted behaviour with a calm and relaxed approach, helping the children to learn right from wrong in a friendly and secure environment.

Children benefit from the strong relationships between the staff team and their parents. Children's individual needs are discussed on arrival and key workers are available to speak to the parents when they collect their children. Parents are well informed about their children's day and information is displayed when they come to collect their children about the main activities and what the children have been doing, helping to build the links between the setting and home.

Partnership with parents of children who receive funding for early education is good. Parents receive good quality information about settings aims and objectives and the curriculum. They are able to talk to their children's key worker whenever they want to. Parents have access to their children's records at any time, although they are not currently able to make written contributions about their children's learning at home.

## **Organisation**

The organisation is good.

Children are safe and secure because staff are deployed effectively throughout the day. The children are well supervised and supported in all they do. The setting meets the needs of the range of children for whom it provides. Ratios are maintained to a high level, enabling staff to spend time, helping and assisting those children who need it and providing an extensive range of materials, activities and resources for the children to use. The daily routines are organised exceptionally well ensuring the children are fully occupied and engaged throughout their time in the group. The sessions run smoothly and children are never left waiting around for something to do. Children's safety is promoted because the owner has some procedures in place to ensure all adults working with the children are suitable to do so. However, there is currently no procedure in place for staff to complete full health declarations, making it difficult for the owner to assess the staff team's medical suitability.

The leadership and management of the setting are good. Clear roles and responsibilities are defined, enabling each member of the team to contribute fully to the running of the group. The owner provides good support for all staff and is knowledgeable, offering advice and suggestions through observation and discussion to improve the quality of care and education throughout the setting. The setting successfully assesses its own strengths and weaknesses through continually monitoring, evaluating and reviewing practice as a whole. The assessments are used to identify strengths, weaknesses and training needs. The staff team work well together, providing a stimulating environment for the children.

All of the staff are responsible for effectively monitoring and evaluating the curriculum and delivery of the nursery education. Each activity is evaluated, taking account of the resources, numbers of children, level of differentiation and how the aims and objectives are or are not met. Staff all contribute to the curriculum, using their key worker notes and observations to ensure each child's individual needs are covered in the short term planning, helping each child to reach their full potential. Children benefit from the knowledge and experience of the staff. They are committed to ensuring that the quality of care and education is continually improved for all the children.

## **Improvements since the last inspection**

Not applicable

## Complaints since the last inspection

Since registration 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.

## 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):

- further develop the recruitment and vetting procedures to include full health declarations
- ensure the children's hand towels are washed frequently to help prevent the possible spread of infection.

### 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 more opportunities for children to practise their emergent writing skills for a variety of different purposes
- provide opportunities for parents to make written contributions to the records about their children's progress and learning at home.

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](http://www.ofsted.gov.uk)