

Over Puddleducks Pre-School

Inspection report for early years provision

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Inspector Clare Elizabeth Pook

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Over Puddleducks pre-school was first opened in 1998 and operates from two rooms in Over Community Centre. The premises are situated in the centre of the village of Over, in Cambridgeshire. The pre-school is registered to accept up to 26 children at any one time. Opening times are 09.15 to 11.45 and 12.45 to 15.00 Monday and Thursday, term times only. An optional lunch time session is available from 11.45 to 12.45. The setting is registered on both the Early Years Register and the compulsory and voluntary parts of the Childcare register. All children share an enclosed outdoor play area.

The pre-school has appropriate systems in place to support children with learning difficulties and/or disabilities. The premises are accessible and have a disabled toilet. The playgroup employs nine members of staff. Of these, six hold appropriate early years qualifications and three are either unqualified or working towards a recognised qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the provision is good. Children are making good progress in the Early Years Foundation Stage (EYFS). Both children and parents are greeted by friendly staff and children settle well on arrival each day. Children's uniqueness and individual needs are respected and valued. The staff and committee work well together identifying strengths and areas for improvement through an effective system of self-evaluation. Good progress has been made since the last inspection and the staff team are committed to improving outcomes for children further.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop partnerships with other practitioners to support the transition between settings
- develop the system for analysing and reviewing what you know about each child's development and learning.

The leadership and management of the early years provision

The pre-school has effective systems in place for keeping records and maintaining necessary documentation. Staff are suitably qualified, or working towards recognised qualifications. Robust recruitment procedures are in place ensuring children are looked after by suitable staff. Staff are committed to training and have undertaken recent courses, such as safeguarding children, behaviour management and EYFS training. Additional training has been identified for later this year. The staff and committee work well as a team, together evaluating and monitoring their practice so that outcomes for children are improved. Staff have effectively

addressed the weaknesses made at the last inspection, which has a positive impact on children's welfare and learning.

The staff organise the two rooms well enabling children to explore a full range of exciting activities covering the six areas of learning. Children are able to self-select some additional resources as they choose. For example, using calculators or pens and paper to write whilst playing in the role play corner. Children have time each day to gain fresh air and play outside. The staff ensure that the outdoor play is an extension of the classroom. Children are able to paint on large boxes, water the plants or share their excitement of looking at ants through a magnifying glass. Children are supported in their large physical skills learning to balance, climb and negotiate space as they move around.

The setting works extremely hard and closely with parents resulting in strong bonds and excellent working relationships. Parents form part of a very proactive and supportive committee. Together staff and parents ensure that children's interest and needs are put first. Parents are made to feel welcomed and valued in the setting. They have opportunities to take their turn on the parent helper rota and spend time learning about what their child does during their time at the setting. Children take it in turns to take home 'puddle' bear and together with their parents write brief accounts and take photos of the time spent at home with the family. Parents jot down on the notice board their child's interest and likes so these can be included in the planning. This contributes positively towards their sense of belonging. Parents are provided with very comprehensive information about the setting including information on the EYFS. Parents' views are sought through questionnaires and consultation meetings. These are valued and used effectively when staff evaluate their practice. Some children attend other settings that deliver the EYFS. Exchange of information between these settings has yet to be established to enable smooth transitions for the children.

Children's safety within the setting is promoted well. Robust risk assessments are in place for both the premises and for outings. Staff are able to protect children from harm or neglect as they have a good understanding of the Local Safeguarding Children Board's procedures and signs and symptoms of child abuse. Children are learning about how to keep themselves safe through practical activities, such as use of persona dolls, topic work and from visits from the local fire service.

The quality and standards of the early years provision

Children are provided with a wide range of opportunities to help them make good progress across all areas of learning and development. Staff effectively support learning, spending quality time with children at their chosen activity and engaging them in meaningful conversation. Staff support children when playing in the sand. They become involved in a game where children ask staff to guess what they are making. They give them clues as to the sound the object begins with. Staff sensitively support children gently correcting them if the initial sound is incorrect. Staff use questioning effectively to challenge children and make them think for themselves. They follow up activities and reinforce learnt experiences, for example,

through role play situations and stories following a visit from the Health Visitor and the 'Teddy Clinic'.

Staff work together to plan for all children taking into account their individual needs. The staff look at past planning, previous evaluations and next steps and use these together with children's interests to plan a varied and enjoyable range of activities for the next week. Planning shows the six areas of learning, the learning intentions and activities. All staff make observations and assessments on all children and key workers are responsible for collating them in the children's files. Staff have some understanding of how to analyse and review the children's assessments to identify any gaps in children's developmental progress, but this is not yet fully effective.

Children are fully occupied and engaged in a range of activities that explore all areas of learning. They dress up pretending to be doctors, making each other better. They use various objects to print and use different paints to colour mix. Children explore the ice blocks and chip away using various tools. Children confidently tell each other 'it's melted and it's now water'. They use electronic programmable toys to move in different directions to find coloured shapes. At circle time they talk about the weather and discuss the days of the week. Children use the computer to support their learning and staff support them where necessary. Children listen attentively to stories read by staff or on the tape machine. Staff interact well with the children allowing children to initiate their own activities and make decisions about what they do.

Children are happy and content in their environment. They are independent in pouring drinks at snack time and are encouraged to put on their own coats and shoes. Children play well together taking turns use the clipboard and wait patiently to examine their teddies in the clinic. Children are fully engrossed and stimulated by the activities that are planned or self-initiated, as a result their behaviour is good. Children discuss and help outline rules for circle time and know what is acceptable behaviour within the group. Staff are good role models.

Staff effectively promote the five every child matters outcomes and are outstanding in their promotion of being healthy. Children understand about healthy lifestyles through having healthy snacks and lunches. Children are actively encouraged to prepare the fruit cutting and peeling it. They clearly explain that hand washing removes germs and that once you have tried food you mustn't put it back on the plate. Children explain the effects of exercise on their bodies and know that they need a drink when they are thirsty.

Children's sense of belonging and self-esteem is promoted through praise from staff and having their work displayed. They learn about other cultures and our diverse society through planned activities and playing with multicultural resources. Positive images and welcomes in different languages are displayed around the room. Children's skills for the future are successfully introduced through the use of computer, taking part in activities relating to problem solving, reasoning and numeracy and developing communication and literacy skills. Most of all children are having fun in a safe environment supported by a committed staff team.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met