

Puddleducks Pre-School & Nursery

Inspection report for early years provision

Unique reference number EY379408
Inspection date 03/06/2009
Inspector Diana Pidgeon

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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

Puddleduck's Pre-School and Nursery is a privately owned provision that registered in 2008. It operates from a building set in the centre of Grantham, Lincolnshire and is close to housing, offices, shops and schools. Children have the use of a main room, quiet room and messy play area with accessible toilet facilities. There is a fully enclosed outdoor play area. The setting is open each weekday from 08:00 until 18:00 for 50 weeks a year.

The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 32 children from two to eight years of age may attend the setting at any one time. There are currently 26 children on roll, all of whom are in the early years range. The setting is in receipt of funding for the provision of free early education for children aged three and four. The setting supports children who speak English as an additional language. The setting has two full-time staff who are both qualified teachers. A further part-time member of staff holds a recognised early years qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. This newly registered group provides a rich learning environment where children are motivated and make good developmental progress. Children's welfare is well promoted and most aspects of documentation are good. The staff work well with parents to recognise children's individual needs and these are well incorporated into all aspects of the provision. The staff work effectively together and their high level of commitment and professionalism contributes to good outcomes for children. The setting has achieved much in a short period of time and there are clear plans in place that show a good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- improve records, with reference to including more detail in accident and medication records, maintaining confidentiality and recording children's full names in registers
- develop further the outdoor area as a learning environment and increase the opportunities for children to freeflow between the indoor and outdoor areas.

The leadership and management of the early years provision

Good leadership and management underpin the successful organisation of the setting. The staff have a very clear vision of what they wish to achieve and place children at the heart of all that they do. Comprehensive policies and procedures are in place to guide the safe and effective management of the provision. All of the

required documentation is maintained, although this is not sufficiently robust in some areas. A lack of full names in registers and limited detail in accident and medication records do not fully safeguard children and the current format of the medical records does not promote confidentiality. Staff hold first aid certificates and have an accessible first aid box so that they can respond to minor accidents appropriately. Good emphasis is given to promoting children's safety. Comprehensive risk assessments are in place and daily checks reliably made to ensure all areas used by the children are safe and secure. Staff are confident in their understanding of the signs and symptoms of abuse and have clear written documents to support an effective referral should a concern arise.

Children benefit from the enthusiasm of the staff who are experienced practitioners that work well together. Robust systems are in place for the future recruitment and vetting of staff along with induction systems and plans for the introduction of formal appraisals. The staff have begun to use self-evaluation effectively to highlight the strengths of the provision and areas for development, so that they are well placed for further progress. Parents are full of praise for the provision and feel well informed about the progress their children are making. Inclusion is promoted because staff take the time to get to know each child's needs and ensure these are met. Planning centres around children's interests and targets their individual learning needs. The staff work closely with other professionals to improve the service on offer and to ensure children have a smooth transition as they move on to local schools.

The quality and standards of the early years provision

Children's development is ably supported by staff who motivate them to become active and independent learners. The attractive child-centred environment draws children in and immediately captivates them so that they want to stay, play and explore. A well-considered settling-in process ensures this is a happy and positive experience for children and their parents. Staff observe children and gather relevant information to find out what they like and can do when they first start. These are used to ensure children's learning experiences are well-matched to their individual needs and so promotes the inclusion of all children. All areas of learning are carefully considered within the activities provided. Children's independence is encouraged as they make choices in their play and access a wealth of interesting resources that are within their reach. For example, children fetch funnels and jugs to use in the water tray and replace them after use.

Staff interact skilfully with the children and support their learning well. High priority is given to promoting children's personal, social and emotional development and this is apparent in the calm and kind way children behave. For example, they willingly share resources, take turns and tidy away after themselves. Circle time activities help children to express their feelings and take turns to talk and listen to others. Children are confident communicators, able to express their needs and talk with others. Their love of books is fostered because staff read to them expressively and encourage them to join in repeated phrases within the story. During sessions, children access all areas of the provision at times, although currently there are limited opportunities for them to freely use the outdoor area whenever they wish.

Staff are keen to develop further the use of the outdoor area to offer more learning opportunities. However, worthwhile activities such as planting seeds, physical activities, water and sand play ensure children are benefiting from activities in the fresh air. A further area, known as the indoor/outdoor area, provides a large space where children can play with a variety of activities, but especially messy activities such as free access to paints and malleable materials. Children's creativity is encouraged and valued. For example, children have painted pictures inspired by photographs in travel brochures and staff have made these into a book with the children's comments so that they can reflect on what they have done. These magical moments are also seen as children choose to sit and listen to music on a CD player. Access to modern technology means children are confident to use keyboards, CD players and battery operated toys independently. For example, having completed a floor puzzle, one child fetches a camera and takes a photo to record his achievements. Good quality reading materials are available in all areas of the setting and this encourages children to use books independently.

Children's welfare is ably promoted in the setting. Children follow good hygiene practices and learn the importance of washing their hands before eating. Children enthusiastically sit down to a choice of fresh fruit at snack time and benefit from the staff helping them to understand the importance of healthy eating through conversations as they eat their packed meals at lunch time. Children learn to think about safety and know where it is appropriate for them to run and play energetically. They readily help to tidy away toys and return items, such as aprons, to their rightful places after use. New children receive sensitive and consistent guidance to help them understand appropriate behaviour and why throwing objects could hurt others. Staff teach children to be considerate to others and to value their individuality. Many activities help children to develop an awareness of the wider world. Through role play, children act out experiences that are familiar to them and are introduced to experiences with which they may not be so familiar, such as the role of a doctor. Through free play and adult-led activities, children's use of mathematical language and ability to work with numbers is promoted. For example, at singing time, children use plastic ducks as they sing 'Five little ducks' and learn simple concepts of subtraction as they take one duck away. Overall, the quality of the activities and learning experiences provided ensures children are developing the skills and attitudes needed for the future.

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?	2
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?	2
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