

Puddleducks Community Playgroup

Inspection report for early years provision

Unique reference number	145940
Inspection date	24/06/2009
Inspector	Eira Gill
Setting address	Saxon Road, Harnham, Salisbury, Wiltshire, SP2 8JZ
Telephone number	01722 416 293
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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

Puddleducks Community Playgroup is a committee run setting based in a new mobile classroom in the grounds of Harnham Infants School in Salisbury, Wiltshire. The building has full disabled access.

The setting is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children in the early years age group may attend at any one time, but none can be under two years of age. There are currently 54 children on roll, of whom 34 are funded three- and four-year-olds.

The setting is open five days a week during term time. The older children attend in the mornings and the younger ones in the afternoon. The times of the morning sessions are from 09.00 to 12.00 Monday to Friday. The times of the afternoon sessions are from 13.00 to 15.00 on Mondays but from 12.45 to 15.15 on the other days of the week. From September, the setting will be running a lunch club.

The setting supports children with learning difficulties and/or disabilities, and those who speak English as an additional language.

There are five members of staff who work with the children, four of whom hold appropriate early years qualifications. The setting is an accredited member of the Pre-School Learning Alliance.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The excellent knowledge of each child's individual needs ensures that the manager and staff promote all aspects of children's welfare and learning very successfully. Children are safe and secure at all times and hugely enjoy their learning both inside and outside the setting and make excellent progress. Partnerships with parents, the host school, with other settings and childminders are a key strength and contribute significantly to ensuring that the needs of all groups of children are met very well. Regular self-evaluation by the manager and staff team ensures that any priorities for future development are immediately identified and acted upon, and the capacity for future improvement is excellent.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- make a start on more formally evaluating the strengths of the setting and the impact of those strengths and areas for improvement.

The leadership and management of the early years provision

Self-evaluation is good. The manager and staff have made a useful start on the formal document and, at their weekly meetings, are continually evaluating the success or otherwise of planned activities as well as other aspects of the setting. All the experienced and dedicated members of staff are actively encouraged to attend training to extend their knowledge. With the help of the staff team, the manager has reviewed and improved the initial planning and assessment system introduced last September and the new system ensures the needs and interests of the children are very well met. As a result, their progress is excellent and all groups of children are fully included in the very wide range of activities and use of the good quality equipment.

Links are of exceptionally high quality. Parents are very happy and say, for example, 'It's a magical place' and 'My child looks forward to coming every day'. Parents volunteer to help with shopping and to wash the children's aprons. Parents gave a huge amount of help to the manager and staff when the new building was set up in February last year. Childminders are invited into the setting to ensure they understand what the children experience during the day. This improves greatly the children's continuity of experience. As a result of their visits, some childminders have begun attending appropriate training courses and the manager of the setting is acting as their mentor.

Links with the host school are excellent and the headteacher and Reception class teachers of other schools the children will be attending have visited the setting to ensure they gather a broad base of knowledge of the children's progress. The Chair of the Committee is a Higher Level Teaching Assistant in the host school and ensures the children visit as often as possible. The school allows the setting to share its idyllic grounds which includes grassy and woodland areas.

Procedures for safeguarding children are good. Staff are vetted thoroughly. Areas in use as well as the furniture and resources are safe and suitable and checked daily. Doors and gates are kept securely locked.

The quality and standards of the early years provision

The setting provides a very wide range of stimulating and exciting activities and the children's welfare is promoted well. Key workers effectively use information from previous assessments of what children know and can do to plan activities that take them to the next stage of learning. The sessions begin with the register when all children answer their names appropriately. Children learn the names of the days of the week. They count how many children and grown ups are present using their fingers. Their counting skills are progressing very well. These sessions are contributing well to the next stage of their learning. There is a very happy atmosphere. Children are totally relaxed and a few make little jokes such as, 'I'm hiding under my hat', as they pull their sun hats down over their eyes. Children's behaviour at all times is exemplary.

Children's personal and social skills are excellent. Snack time is organised cafeteria style and the children talk about all sorts of things, such as going to school in September and which class they are joining. An assistant helps them to serve themselves with fruit and raisins as well as water or milk. The emphasis on healthy snacks promotes their understanding of what a healthy lifestyle entails. They all say please and thank you. They are keen to help to tidy up equipment at the end of sessions and make a very good contribution to the setting.

The outside area is very well equipped and reflects all six areas of learning. Each day, activities are organised, such as finding plastic insects in the very large soil container. This extends the children's vocabulary and sentence construction very well as they talk about what they find. Children make up games, 'We're the goodies and we're trying to catch the boys', as they hide in the role corner house. They love looking through very large plastic binoculars at the flowers in the raised bed and at their friends. They enjoy whizzing down the twin plastic slides together and end up in a heap at the bottom. Staff make very effective use of the outdoor area by adapting it regularly to ensure children's access to a wide range of activities.

The grassy and woodland areas are used to full advantage by ensuring children take pleasure and show excitement in the freedom of the outdoor space. They experience how it feels to walk through tall trees surrounding narrow paths. One boy said, 'I like being in a forest'. The grassy area gives older children the experience of running and playing games as well as holding the edges of the giant parachute, allowing the wind to waft it high above their heads. One said, 'The wind is helping us.' Great care is taken of the children during these sessions.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
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?	1

Quality and standards

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

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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