

Puddleduck Nursery

Inspection report for early years provision

Unique reference number	EY308572
Inspection date	02/09/2009
Inspector	Jill Milton
Setting address	Howbery Park, Wallingford, Oxfordshire, OX10 8BA
Telephone number	01491 839 815
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Puddleduck Nursery and The Park Club registered in March 2000 and moved premises in July 2005. It now operates from a single storey building based on a business campus in Crowmarsh Gifford and the children have access to an enclosed, outdoor play area. The intake of children is from a wide geographical area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It opens on weekdays from 07.30 to 18.00, all year round and offers wrap-around care for children attending local schools and pre-schools. A maximum of 57 children under eight years may attend at any one time and there are currently 80 children in the early years age range on roll. There are also ten older children on roll. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. Support is provided for children with special educational needs and/or disabilities. Support is also offered to children who speak English as an additional language. The nursery employs 11 staff to work directly with the children and they have an appropriate range of qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides children with a comfortable and stimulating place to play and learn. Children are making encouraging progress with their development. The staff take into account the needs of each child with their careful individual monitoring of progress. The nursery is establishing good links with parents so that the children receive the care they require. The staff work effectively as a team and they are led by a competent and forward-thinking manager. Together they identify areas for development, which will bring positive benefits to the children and over time, they are successfully implementing these plans.

What steps need to be taken to improve provision further?

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

- continue to expand and develop the garden area, including providing more challenge for older and more able children
- review the grouping of children under two years and implement plans to create a smaller baby unit

The effectiveness of leadership and management of the early years provision

Children play in a safe and secure environment since the staff are aware of how to promote their welfare in an effective way. There are precise risk assessments of areas inside the nursery and venues for outings. Staff conduct a written risk assessment of new pieces of equipment to think ahead about reducing possible

hazards. Security arrangements are in place to keep children safe. Adults working in the nursery undergo a robust checking procedure to indicate their suitability to work with young children and records listing police checks are regularly updated. Key staff who take a lead role in rooms undertake refresher courses in child protection so that they can act with confidence if they have a concern for a child's welfare.

The nursery rooms are bright and colourful with ample access for the children to resources to stimulate play and learning. Staff work together to improve the accommodation, for example, with the addition of window blinds to dim the lighting for sleeping babies and toddlers. There is a positive attitude amongst the manager and her team to making improvements. Actions and recommendations raised at the last inspection are addressed quickly. The administrative side of the nursery is well organised and documents such as policies are carefully written and reviewed. There is involvement of all staff in the process of self-evaluation to develop new ideas and staff are acting on recent valuable feedback from parents. Staff build up their partnership with parents and they share some attractive and informative displays of the work in the nursery. Photographs and notes about how staff monitor children's progress ensures that interested parents can see for themselves how the system operates. Staff and parents share a broad range of information about the children's individual needs and this happens on several levels through conversations and written details. Parental input into activities is encouraged by the staff, for example, a recent request for items on music festivals brought about a good response. Staff show respect to the families using the nursery and they take into account any religious or cultural aspects when caring for the children. Key words from home languages, for example, are shared between home and nursery. When staff collect children from different settings as part of their extended day care they establish good relationships with class teachers to encourage sharing about children's needs.

The quality and standards of the early years provision and outcomes for children

Since the introduction of the Early Years Foundation Stage, the staff have created new systems for planning the activities and assessing the children's progress. By accessing training and developing their own documents the key staff in each room are now confident and procedures are working effectively. The children's progress is monitored regularly and cross-references to each area of learning ensures they are following a broad range of activities. Staff use information about individual children to bring ideas into planning so that they can help children take the next steps. Using a mix of dated photographs and written observations, this builds to an informative picture of each child's development. The records are available to parents, alongside more informal daily conversations.

Children are familiar with daily routines and older children prepare their room for snack time with little adult input. Meal times are an important social occasion in the nursery and children sit well to enjoy their fresh fruit or nutritious cooked lunches. Children receive regular reminders in the day from staff to quench their thirst and fresh drinking water is available at all times. Children of all ages spend

time in the fresh air during the day and new patio doors aid access for the babies and toddlers to outdoor play. The garden offers children opportunities to be active and to try equipment for bouncing or riding. The area is one under development and although meets the needs of most children attending, there is little to challenge the physical skills of older or more able children. Staff do supplement this area of development by taking children on walks into the adjacent parkland where there is more open space for running. Hygiene standards in the nursery are good with children establishing routines from an early age about hand washing to 'stop us getting poorly'. Children are learning to behave well and to be respectful to others and even the youngest children respond with 'thank you' when staff hand them a snack. Staff discuss safety issues with the children so that they learn to behave sensibly, for example taking care when kicking a football outdoors in the shared area. Respect for different cultures is introduced to the children through colourful interactive displays. A member of staff returning from a trip to her home of Mauritius shares photographs and items of clothing with the children.

Children are progressing with aspects of learning such as literacy or number work and they use equipment in each of the rooms to help them progress at their level. Plenty of mark making with crayons and paper takes place by all ages and older children progress to name writing and phonic awareness of letter sounds. Children are becoming familiar with counting and recognising numbers and shapes. Older children are confident at using a computer and are familiar with the software available at nursery. In all rooms, the children are developing social skills with their peers and with key staff. In the baby room, the staff are aware of individual routines of the babies and they work hard to settle new children quickly. The current organisation of the baby room does mean at some times in the day the group is quite large and although staff ratios are within recommended levels the babies do not each get so much individual attention. Children take part in sensory activities with regular access to water, sand, paint and collage. Babies enjoy simple gluing games with coloured paper and toddlers try out sponge printing. Older children have some very good opportunities to express their creativity as they move between three rooms in their area. Staff are good at responding to children's interests so when a child brings in an eggshell this starts a new activity to make drawings and models of nests. The children engage in lively discussion about what else comes from eggs, deciding that maybe a lion is not the right answer. Displays in the room illustrate recent child-led topics like space or buildings. The older ones also enjoy good access to outdoor learning directly from their rooms where they take part in caring for tomato plants or exploring sounds when striking metal objects. Replacement of an old grassed area with a new patio extends this area of learning for use throughout the year.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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