

Haddenham Puddleducks Pre-School

Inspection report for early years provision

Unique reference number	140830
Inspection date	12/11/2009
Inspector	Tom Radcliffe
Setting address	Scout and Guide Centre, Banks Park, Haddenham, Aylesbury, Buckinghamshire, HP17 8EE
Telephone number	07896 151604
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

Haddenham Puddleducks Pre-School opened over 25 years ago and registered in 1992. It is run by a committee of parents and operates from the Scout and Guide Centre in the village of Haddenham. The premises comprise of one large room, a kitchen and toilets. There is a small enclosed outside garden area which children can access daily. It serves the local area and surrounding villages and is registered to receive nursery education funding.

A maximum of 26 children aged under eight years may attend the group at any one time of which 26 may be in the early years age group at any one time. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 37 children in the early years age group on roll. The setting currently supports children with special educational needs.

The pre-school sessions run from 9.15am until 11.45am Monday to Friday in term time only. On Monday, Wednesday and Friday they hold an optional lunch club from 12.00 noon until 1.00pm.

The setting employs eight members of staff, all hold appropriate early years qualifications.

The pre-school is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting meets the learning and welfare needs of children very effectively as all staff work with a good understanding of their individual needs and characteristics. Children enjoy their time in a well organised and child-friendly setting as they independently access an interesting range of learning opportunities. Staff support children's choices skilfully and the setting's partnerships promote children's progress as they spend time in the pre-school. The provider uses self-evaluation to understand the setting's strengths and what it needs to develop. This allows the setting to set targets for improvements and so enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop the planning of appropriate educational programmes to ensure that children access suitable learning opportunities and continue to make expected progress towards early learning goals.

The effectiveness of leadership and management of the early years provision

All policies and procedures that are made readily available to interested parties are clearly written, concise and informative. This ensures that the setting is managed

very safely, efficiently and in the interests of all its users. Children are very well safeguarded by knowledgeable staff who implement all working practices with understanding and consistency. All adults in the setting are vetted for suitability, all visitors are monitored and levels of supervision are caring and attentive. Children's safety is maximised as the setting uses thorough risk assessments to minimise potential hazards. This allows children to play safely both indoors and outdoors, enjoy outings into the locality and move freely around all available space. As a result children gain confidence and soon become used to making decisions about what they want to do. Children's good health and well-being is promoted by all adults, for example, as they implement hygienic practices and manage any accidents or illness in the setting.

The provider uses information gained from parents, children and staff to form an accurate understanding of what it does well and what needs to be developed. Parental feedback forms are an important part of self-evaluation and formal systems are in place to ensure that this source of information is regularly collected and acted on. There have been a range of important improvements since the last inspection. The setting has a very positive partnership with parents who play a significant part in the life of the pre-school and who contribute to the progress and development of children. In addition the setting understands the importance of partnerships with other providers and settings, for example, local schools. This ensures that development information is used to support the ongoing learning and development of children when they leave the setting.

Children are able to play in a setting where the use of space is good and which is made attractive by the efforts of all adults who set up equipment every day before children arrive. A large range of appropriate resources are made available to support children's learning in all areas. Adults both support children's independent choices and lead activities which children enjoy and learn from. Adults take many opportunities to interact with children as they play and so enhance their learning, experiences and understanding. The setting promotes inclusive practice through its activities, procedures and use of resources and is committed to ensuring that each child progresses to at least their expected level. This includes children who may have special needs as their needs are identified as early as possible and targets set for their learning and development. Staff use local expertise and different cultures to allow children to gain an understanding of diversity within their community.

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

Children's progress in the setting arises as they access a range of activities that are both child and adult-led. The setting uses its partnerships with parents and observations by key persons to gain an understanding of children's individual starting points. Adults carefully note the progress that children make and are starting to make an effective use of tracking systems as children progress towards early learning goals. All observed assessments are also collated so that information can be shared with parents and used to plan children's next steps in learning. Assessments undertaken are unobtrusive and allow adults to understand individual children very well. Planning is collaborative, regular and based on adults

understanding of both the Early Years Foundation Stage (EYFS) and on children's responses and needs. While this allows children to have enjoyable and interesting experiences planning is not yet fully developed to ensure that all children will continue to make expected progress as they get older. However staff support children's choices well as they decide to play outdoors, use indoor balancing equipment or art resources to make rockets. Children respond well to adults as they share books, sing together or follow their guidance when using messy play resources. Children enjoy working with adults in small groups on focussed activities and respond well to whole group activities where they share ideas and learn together. The setting has a good understanding of the EYFS and of how young children learn through play, exploration and first hand experiences. Despite shortcomings in planning all areas of learning are given good attention, for example, children can use a computer and are given many opportunities to develop their creative and physical skills. At snack time children independently serve themselves and their language development is promoted through conversations and questioning. Children confidently communicate with adults and other children and their understanding of writing is promoted through mark making, using their own names and written labels and by using books and stories. Children also use number and values as they play and tackle everyday situations which allow them gain mathematical understanding well.

Children's welfare is promoted very well by the setting. All children are safeguarded and they have an age appropriate understanding of their own safety and that of other children. Children's behaviour is very good through an effective use of rewards, good role modelling by adults and their involvement in deciding what they play with. Children show the ability to share, take turns and manage their own behaviour effectively. Adults allow children to have an understanding of the varying needs of other children, for example, children of different ages. In addition children are able to use skills that they already have and they concentrate for an appropriate amount of time. They also respond appropriately according to the activities that they are undertaking, for example, in outdoor play or when sharing conversations in whole group activities.

Outcomes for children are promoted very well by the setting. Children enjoy what they do and are very happy as they make choices, use their imaginations and have conversations. Children explore the potential within the setting well and show that they think about what they want to do. For example when children could use art resources to make rockets some decided to design their own pictures instead using their own names. Children feel safe and have an understanding of keeping themselves safe as they play outdoors or when they are pedestrians on outings. They also have very secure and trusting relationships with adults and are able to understand about healthy life choices and life styles. Children enjoy challenge and respond well when adults have high expectations of what they can achieve. Children generally acquire skills which are appropriate to their age and their progress ensures that most children are prepared for future learning needs.

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
--	-----