

Puddleducks Pre-school

Inspection report for early years provision

Unique reference number	141893
Inspection date	11/01/2010
Inspector	Susan Marriott

Setting address	Britten Grove Centre, 76 Holst Crescent, Old Farm Park, Milton Keynes, Buckinghamshire, MK7 8QU
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Telephone number	01908643636
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Email	
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Type of setting	Childcare on non-domestic premises
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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

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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.

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Description of the setting

Puddleducks Pre-School was registered in 1997 and operates from Britten Grove Community Centre in Old Farm Park, Milton Keynes. The setting is run by a voluntary management committee of parents and receives funding for early education. Children have access to a secure area for outdoor play.

The pre-school is open Mondays to Fridays during term time only. Morning sessions run from 9.15am to 11.45am and afternoon sessions run from 12.15pm to 2.45pm. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register to provide 30 places and there are currently 69 children attending who are within the early years age group. Of these, 48 receive government funding. The setting serves the local and neighbouring communities. A small number of children attend other settings such as childminders and other pre-schools. The setting provides for children with special educational needs and/or disabilities and those with English as an additional language.

There are seven staff members, of whom, five hold relevant childcare qualifications. Two more staff are working towards qualification. The setting employs an office administrator. The pre-school is accredited through the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Puddleducks Pre-school has embraced the spirit and essence of the Early Years Foundation Stage and is a very friendly, relaxed and inclusive setting where the children make good progress in their learning and development. Staff sustain consistently good quality interaction with children to draw learning from play and promote positive attitudes to learning. Most aspects of children's care and education are promoted well. Strong partnerships with parents and carers and thoughtful use of the Key worker system mean that staff have a good knowledge of each child's individual needs. The leader and staff have an extremely positive approach to continuous improvement and have good self-assessment procedures to support the ongoing review of their work.

What steps need to be taken to improve provision further?

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

- ensure that the identity of all visitors is checked before admitting them to the provision
- improve the analysis and review of ongoing observational assessment, to inform planning for each child's continuing development through play based activities using the Practice Guidance criteria. Use the information gained to ensure that children achieve as much as they can in relation to their starting

points and capabilities.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted well as the setting has effective safeguarding procedures. Staff attend regular training and review their procedures to ensure that they keep up to date with this area of work. Proper checks are carried out to ensure that all staff are suitable to work with children. Regular risk assessments and daily checks are recorded and ensure that hazards are minimised. Security measures are generally good but staff do not always check the identity documents of visitors before allowing them access to the premises. Good daily practice, such as ongoing explanations from staff, reinforce children's understanding of safety issues. For example, children are reminded that the snowy garden may be slippery and that it is dangerous to throw snowballs in other children's faces.

The setting has appointed a new leader who is very proactive in addressing issues which impact upon the quality of provision for children. She has a clear vision for the future, involving staff, parents and children in reviewing the setting's practice. Staff work well as a team and are actively supported in attending further training. Resources are deployed in an outstanding manner and staff roles and responsibilities are very clear. This helps create an extremely positive environment, where children feel secure and happy. The good organisation of the space in both the indoor and outdoor play areas means that children are offered a wide range of activities that promote their development and take account of differing learning styles and preferences. Children make good progress in all areas of learning and are well supported in their achievements because staff have a thorough understanding of the Early Years Foundation Stage. Planning, observation and assessment are securely linked to the Practice Guidance criteria. However, information gathered on entry does not establish a clear baseline from which to measure children's progress and it is not clear how that progress can be tracked to usefully inform activity planning and ensure that children achieve as much as they can.

Staff have a clear understanding of anti-discrimination, enabling them to implement appropriate policies and provide a service which is inclusive for all children and their families. They work with parents and carers to ensure that they understand each child's background and culture and are, therefore, able to meet their needs and promote children's awareness of individuality. Parents receive good quality information about the setting through induction visits, notice boards and the information table. Displays are annotated with explanations about the learning gained from the activity, for parent's information. They are regularly appraised of their child's progress through regular chats with key workers. The setting also works well with other professionals such as speech therapists, further promoting consistent and appropriate care for children.

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

Staff give children a really warm welcome on arrival at the setting, greeting each one as a valued individual. Children are encouraged to take an active part in registration time, counting how many children and adults are present and contributing towards updating the weather chart. They discuss the setting rules, being prompted by visual cards which remind them, for example, to offer one of their smiles to someone who does not look very happy. Many activities incorporate all six areas of learning. For example, through painting with blue tractors, children respond positively to new experiences, share and take turns and build relationships with other children and adults doing the activity. They develop the early skills necessary for reading and writing and the small group conversations promote their language development. They talk about the size and shape of tractor wheels and about farms and what tractors do. They notice and comment about patterns, engage in messy play and talk about the colour blue. They use one handed tools and equipment to promoting fine muscle control in their hands and fingers.

The environment is set out attractively and equipment is very accessible, enabling children to make independent choices. Children's enjoyment is enhanced and their learning effectively extended because staff join in appropriately with their play and discussions. As children participate in a craft activity to make a snowman from cardboard rolls, staff speak clearly and calmly at all times, continually affirming children's achievements with praise and promoting children's independence. Group activities, story and songs contribute significantly to the quality of the provision. For example, the children eagerly focus their attention on the story of Goldilocks and the three bears, acted out by skilled staff using puppets and props from the home corner. Staff leave the puppets in the home corner enabling the children to subsequently re-enact the drama with their friends. Children enthusiastically join in with the familiar song 'When goldilocks went to the house of the bears' and practise their counting to three.

Children learn about the relevance of healthy lifestyles and choose to play inside or out in all weathers. For example, they revel in the opportunity to dress in their all weather puddle suits and go out to play in the snow. Children make a snowman together and then decide to make a 'snow dog' to keep him company. They lie down in the snow to make snow angels and marvel at the patterns made by their wellington boots. The café style fruit snack bar provides excellent opportunities for children and staff to interact in small groups and exemplary organisation of this activity leads to every learning opportunity being utilised effectively. A musical signal alerts children and staff to tidy up time and each key work group is calmly allocated to clear up a different area of the room, thereby, delegating ownership and responsibility effectively to the children. Children's behaviour is managed well and in a manner appropriate for their stage of development and particular individual needs. When a dispute breaks out, staff get down to the children's level and they are taken quietly aside whilst the facts are ascertained. Matters are speedily resolved and play resumes harmoniously. Children develop skills for the future as they develop computer skills and become independent, share ideas and work together in small groups. For example, staff encourage children to fasten

their own coats and find and pair up their own wellington boots rather than doing the task for them.

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	1
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

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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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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