

Puddleducks Under Fives

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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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 Under Fives opened in 1994. It operates from a community centre, next to the local primary school in the village of Lawley, Telford, Shropshire and serves the local community. All children share access to a secure enclosed outdoor play area. Access to the setting is on ground floor level. The group is open on Monday, Tuesday, Thursday and Friday from 8.45am to 2.45pm and on Wednesday from 8.45am to 12.45pm during school term times.

The group is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the group at any one time. There are currently 50 children aged from two to four years on roll, some in part-time places. The group is in receipt of funding for nursery education. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are seven members of staff. Six hold recognised early years qualifications and one is working towards a Level 3 qualification. The group receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are expertly cared for in a safe and secure environment where they are able to make outstanding progress towards the early learning goals through a varied range of activities that challenge, extend and stimulate their interest. This is an inclusive group, where each child is recognised as unique and staff ensure that their individual needs are met. There is a strong working partnership with parents who are part of the management committee. The effective procedures are well-planned and implemented to ensure the group constantly reflects on their practice to monitor the care and education of children. Staff are fully committed to improving their skills by regularly attending specialist training.

What steps need to be taken to improve provision further?

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

- implementing all areas for further improvement as outlined in the self-evaluation procedures.

The effectiveness of leadership and management of the early years provision

The group has detailed procedures to ensure children are safe and their welfare is fully promoted, for example, effective recruitment and vetting procedures are in place. The management have details and records on the vetting procedures on staff available for inspection. Staff have an excellent understanding of safeguarding children and of their role and responsibilities in reporting concerns. The group has effective systems to ensure that the majority of staff are qualified and suitable to work with the children and that their continued suitability is very well monitored. All new staff undertake a detailed induction programme which includes examination of the policies and procedures. Staff regularly attend training to increase their knowledge and skills and to attain higher qualifications.

Risk assessments of the premises are completed and are in regular use and review. Daily checks are undertaken on all parts of the premises that the children come into contact with and all areas are monitored by staff. The required policies, procedures and documentation are stored on the premises, together with details of the regulatory information regarding children's individual needs. The group expertly implements their policies and procedures to ensure all aspects of children's welfare are protected.

Partnership with parents is well-founded. Parents value the group and the care that their children receive and send thank you cards. One parent writes 'I would recommend Puddleducks to anyone'. They are aware of the activities their children are provided with and receive verbal reports on a regular basis. Parents are offered weekend appointment visits to talk to their children's key worker to discuss progress and examine their Profile folders and 'I can do books'. Home-link books and verbal communication between staff and parents ensures they are informed of their children's care and well-being.

The group has meticulous procedures for identifying any additional help required for the children and works with other professional agencies to ensure that each child benefits from a positive experience. A settling in and admissions procedure means that children feel reassured by the staff, who create an environment which is warm and accepting of everyone. The group has developed methods to ensure children have a smooth transition to school.

The management has a strong positive attitude to the further development of the group. Through their process of self-evaluation the staff identify their key areas for further improvement, for example, to invite more visitors, to obtain a portable hand-washing facility to use outside and to plan more cooking activities.

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

All children are fully included within the group because staff are proactive in ensuring they are able to access an exciting range of activities and equipment.

Children cooperate with each other, sharing resources as they play together in the role-play area and with the farm animals. Children choose a variety of writing materials, paint and collage materials to create their own special pictures.

Children can access the resources as they are stored at low-level and clearly labelled. Their technology skills are very well developed, as they use the computer and mouse. They are competent when operating battery powered toys and playing shape sorting games and jigsaws. The group celebrates various festivals for example Chinese New Year by making dragons, dancing and using chopsticks to taste food. The group has a wide range of equipment which reflects the diversity of society and children are encouraged to make their own choices and decisions. Staff skilfully engage with the children by talking to them and encouraging independence. For example, children access the toilet, manage their clothing and wash and dry their hands. In addition, staff provide further opportunities to allow children to help themselves to drinks and snack food in the café area.

Staff have detailed records on each child's progress and their preferred methods of learning and activity. They work closely with the parents and ensure they have access to their children's progress records. There is a formal method of monitoring and evaluating the effectiveness of the activities provided for children to accurately measure children's progress in the Early Years Foundation Stage and inform the 'next step' individual plans for children.

Children are learning about the wider world as they have access to natural materials in the outdoor area. They enjoy finding out about their community as they walk to the local shops and post office and practise their road drill. Recently the children enjoyed bug hunting in a 'green' area close to the group. The children have regular opportunities to count and reason during daily routines such as working out how many boys and girls are in the group and matching groups of numbers with coloured bricks. Children use paint brushes, scissors and pens with increasing control and enjoy their sensory play with dough, water and sand.

Space within the group is very well-utilised so that children can choose their own activity such as, building large constructions from wooden bricks and organising the dolls in the hospital role play area. They listen avidly to stories, such as 'My cat just sleeps', the children freely interact and recall the story. The development of children's literacy and communication skills is particularly good as children recognise their own name labels and use alliteration to phonically sound out the letters on the labelled activity areas. Voices are raised and dropped to a whisper to introduce pitch and expression.

Children are able to move freely between activities both inside and out, and generally play companionably side by side. They are taught to adopt a good standard of hygiene as they are helped to understand how and why they wash their hands before food. One child said 'we wash our hands because we get germs, they don't taste very nice'. Children are provided with a balanced range of healthy snack food during the session. Food times are very sociable occasions with staff sitting with the children and chatting with them. The group makes effective use of the outdoor area and children have regular opportunities for physical activities such as singing and dancing to activity music and balancing on large wooden

constructions.

Behaviour within the group is very good, children understand levels of acceptable behaviour and are learning to share and take turns. They work hard as they help to tidy the toys away and are frequently rewarded with applause, smiles and 'Rosie rabbit' awards. Staff are good role models and manage behaviour in a calm, consistent manner. Children treat one another and staff with affection and respect. The confidence they develop during their time in the group ensures they are active learners, prepared for the future and make outstanding progress.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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