



Over Puddleducks Pre-School

Inspection report for early years provision

Unique Reference Number 221787

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Inspector Denise May Smith

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Registered person Over Puddleducks Pre-School

Type of inspection Integrated

Type of care Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Over Puddeducks Pre-school opened in 1998 and operates from two connecting rooms in the community centre, which is situated in the village of Over. A maximum of 26 children may attend the Pre-school at any one time. The group is open each weekday, term time only, from 09.15 until 11.45 Monday to Friday and 12.45 until 15.00 Tuesdays and Fridays. An optional lunch club operates every day. All children share access to a secure enclosed outdoor play area.

There are currently 28 children aged from 2 to under 5 years on roll. Of these 23 children receive funding for nursery education. Children mainly come from the local area. The pre-school currently supports children with special educational needs, and also supports children who speak English as an additional language.

The pre-school employs 5 staff, 2 of the staff, including the manager hold appropriate early years qualifications and 3 staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well promoted. The setting takes positive steps to promote children's good health. For example, ensuring all adults who may supervise children's snack are aware of any allergies children may have. Children are protected from the risk of cross infection because staff follow appropriate procedures such as ensuring tables are cleaned prior to children eating and reminding children to wash their hands after using the lavatory or feeding the fish. However, some opportunities to reinforce children's learning are missed such as explaining 'why' it is important to wash hands and not to put rejected pieces of fruit back onto the main plate.

Children have their nutritional needs met as they enjoy a wide range of healthy snacks. Children are able to access drinks independently throughout the session and enjoy the 'milk bar' to share their snacks in small groups as they wish. The lunch club provides children with an opportunity to enjoy the lunch, which their parents/carers have provided, within the social setting of the group.

Children have good opportunities to experience physical play because staff give attention to ensuring that children have daily opportunities to benefit from fresh air and large physical exercise, both indoors and outdoors. Children develop their physical skills such as climbing and balancing and begin to gain confidence using equipment that provides physical challenges.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe and secure because appropriate procedures are followed. For example, the front door is kept shut, the gate to the garden area is secure, assessments are undertaken to minimise risks to children and effective procedures are in place regarding the safe collection of children. Children are encouraged to help put toys away when they have finished with them so that they have space to move around safely. Sound recording systems ensure that parents are informed of any accidents, incidents or injuries their child sustains whilst at the setting. First aid kits are accessible and regular fire evacuation practises enable children to learn about keeping themselves safe.

Children play with a vast range of resources and equipment that are safe and

suitable for the age range. These are cleaned and checked regularly to ensure that they are safe and in good condition. Children are able to safely select toys from accessible storage.

Children are protected because staff are secure in their knowledge of child protection and have a good understanding of the local Area Child Protection Procedures. Sufficient staff have current first aid training so children receive appropriate treatment in the event of an accident.

Helping children achieve well and enjoy what they do

The provision is good.

Children's ability to make independent choices is promoted throughout the setting. This is because there are many opportunities for children to access resources and make their own choices and decisions. For example, when selecting activities or choosing when they wish to eat their snack.

Children develop good relationships with staff, which contributes to children's positive attitude to learning. All children who attend the group are offered developmentally appropriate activities and resources, which support their learning in a 'fun,' interesting manner. Staff know and understand them well and 'enable' them to play and learn at their own pace. Children are engaged in the opportunities available and learn effortlessly through their play. Children have many opportunities to test out roles such as playing in the home corner and dressing up. However, these areas are not well defined and do not always support other areas of learning such as mark-making.

The quality of teaching and learning is good.

Staff have a sound knowledge and understanding of the 'Curriculum guidance for the foundation stage' and of how children learn. This knowledge means that staff lead activities that challenge children appropriately. For example, whole group activities are paced so that children's ability to listen and concentrate is taken into account; this ensures they remain focused and interested. Children are given many opportunities to be creative in their art and craft. Some activities are topic related, such as craft activities relating to the Chinese New Year, but others such as free painting allow children to use their imaginations to express themselves. The children cannot at present freely access other creative materials such as glitter, glue and sequins limiting this aspect of their creativity.

Children's opportunities to explore and investigate man-made objects and natural resources are good. For example, an activity where children experiment adding water to pasta to observe, touch and feel the changes. Children are able to discuss with staff and other children how it felt using words such as 'soft' and 'squishy' and can make predictions as to what may happen next. Children are developing an understanding of numbers, shape and size during all activities. Simple calculating concepts such as one more and one less are introduced through books and familiar rhymes. Children communicate well with adults and each other. They enjoy books, reading together and listen to stories. More able children are able to recognise some letter sounds and link these to words. Children's early writing skills are effectively

promoted as they practise these skills in a variety of everyday situations. Staff successfully weave all areas of learning through the daily routine and activities. For example, children enjoy playing outside, chalking on a large cardboard box, turning it into a car. Children confidently use computers to support their learning.

The setting has recently begun to trial a new planning and assessment programme. The planning is balanced, covers all area of learning as is linked to clear learning intentions. Assessments are based on observations of achievements, based on the stepping stones and individual next steps of learning are identified and linked to future planning. This enables children's individual learning needs to be met.

Overall, children make good progress in all areas of learning.

Helping children make a positive contribution

The provision is good.

Children are happy and settled. They join the group with enthusiasm and are keen to talk to staff and share their latest news. Staff ensure they are available to greet the children and make them feel welcome. Staff have positive relationships with the children and praise their achievements well. Their art and craft work is valued and well displayed, which promotes their confidence and self-esteem. Children's behaviour is good. They share, take turns and show concern for others. Children play happily together and delight in cooperative play, such as, 'working together to make a multi people wheeled toy move along'. They interact confidently with adults and each other. The provision fosters children's spiritual, moral, social and cultural development.

Children's individual needs are met as the setting gathers clear information to meet these needs and this contributes to children's well being. Children have access to a good range of suitable resources which help them to understand about their differences and similarities and those that promote a positive view of the wider world. This means that children are able to learn about diversity. Good systems are in place to support children with special needs and this ensures they participate in activities and their needs are respected.

Parents' and carers' views and ideas are valued by the setting. A suggestion box is available and the setting has undertaken parental questionnaires in order to ensure they are offering what parents and carers want for their children. They are provided with regular newsletters about the setting keeping parents informed about the care offered to the children.

The partnership with parents of children who receive nursery education is good.

Parents are informed about the topics and daily activities their children are taking part in. They are given clear information about the six areas of learning and the Foundation Stage curriculum They have opportunities to look at, contribute to and discuss their child's progress with staff. This means that children benefit from the sharing of information which enhances their learning.

Organisation

The organisation is good.

The committee is extremely supportive of the staff and the group as a whole. The members are actively involved in all aspects of the setting and share the work load effectively. The good organisation of the setting ensures that children are well cared for. There are sufficient qualified and suitable staff to meet the needs of all the children for whom the setting provides care. Recruitment and inductions procedures are effective, but do not include any methods of assessing the health of adults wishing to care for the children. There is an effective system of staff appraisals in place and an overview maintained of training needs. As a result areas for professional development, such as attending training relating to child protection and to support children with English as an additional language have been identified and staff booked onto appropriate courses. Documentation is well maintained. Policies and procedures are in place and revised as appropriate, they comply with current legislation and promote children's well being.

The leadership and management of the nursery education is good.

There are good systems in place to ensure that the organisation of time and the range and quality of activities for all children who receive funding is effective. This has a positive effect on their learning and development. The management ensure that all staff who work with the children in receipt of funding for nursery education are appropriately qualified or are working towards such a qualification. The management ensure that staff have a good knowledge of the curriculum guidance for the Foundation Stage in order to help children achieve well.

Overall, the setting meets the needs of the children who attend.

Improvements since the last inspection

At the last care inspection the setting agreed to make sure that parents always countersign the accident book. This procedure is now always adhered to. They were also asked to revise the risk assessment document to include a procedure that makes sure the hot water in the tap is safe for children to use. The tap in question, in the play room, is now not used and the hot water to this tap has been turned off. By completing these actions the safety of the children has been further improved.

At the last nursery education inspection the setting agreed to continue to develop the process for recording and assessing children's achievements and planning the 'next steps' for children's individual needs, including the older children attending the 'Rising 5's sessions. The setting is currently taking part in a trial planning and assessment programme which addresses all of these points. Children are making good progress towards the early learning goals. A recommendation from this inspection is to ensure the impact on children's learning using the new planning and assessment process is assessed and monitored.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop systems further to ensure all adults who have access to children are suitable to do so
- consider re-organising the 'role-play' area to make it more defined. Ensure that mark-making equipment such as pencils, lists and diaries and basic technology, such as calculators, phones etc are always available to support children's imagined play experiences

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure opportunities to extend children's learning are routinely taken by staff giving explanations to children as to why they should/shouldn't do things
- continue to develop and evaluate the impact on children's learning of the new planning as assessment system.

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