



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 140830

DfES Number: 518618

INSPECTION DETAILS

Inspection Date	21/10/2004
Inspector Name	Patricia Joan Latham

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Haddenham Puddleducks
Setting Address	Scout and Guide Centre Banks Park, Haddenham Aylesbury Buckinghamshire HP17 8EE

REGISTERED PROVIDER DETAILS

Name	The Committee of Haddenham Puddleducks
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ORGANISATION DETAILS

Name	Haddenham Puddleducks
Address	19 High Street Haddenham Aylesbury Buckinghamshire HP17 8ES

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Haddenham Puddleducks opened over 25 years ago. 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. It serves the local area and surrounding villages and is registered to receive nursery education funding.

A maximum of 26 children may attend the group at any one time. There are currently 38 children from 2 to under 5 years on roll. Of these 23 are receiving nursery education funding. The setting currently supports children with special educational needs.

The pre-school sessions run from 09.15 until 12.00, Monday to Friday and on Monday, Wednesday and Friday they hold an optional lunch club from 12.00 until 13.00. Children bring their own packed lunch.

There are eight staff employed. The leader and two other staff members hold early years qualifications to level three and another holds a level two qualification. Other staff are working towards relevant early years qualifications. The pre-school is a member of the Pre-school Learning Alliance (PSLA). The setting receives support from a local head teacher and a mentor from the Early Years Development and Childcare Partnership (EYDCP).

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Haddenham Puddleducks provides good quality nursery education overall, which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have a clear understanding of the stepping stones and plan the curriculum to cover all areas and aspects of learning, although there are limited opportunities for children to extend some aspects of knowledge and understanding of the world and creative development. Focused activities have differing learning needs identified and children with identified special needs are supported well. A good balance of free play and structured activities are offered which are linked into interesting themes. There are good strategies in place to manage children's behaviour. Staff record observations of children's attainment but do not do so consistently to enable ongoing progress to be identified and to inform the planning of key worker groups.

Leadership and management are generally good. Staff have designated tasks and work well as a team. They update their knowledge regularly and focused activities have learning aims indicated. These activities are evaluated, but this does not indicate if aims have been met or how activities may be improved. The overall provision is not evaluated to ensure activities are managed well or resources presented appropriately, especially reading books and information and communication equipment.

Partnership with parents is very good and they are encouraged to take part in children's learning. They are kept informed of progress through home link books and regular discussion with key workers.

What is being done well?

- Emphasis is given to fostering children's social development. They are encouraged to play well together and to share resources. They negotiate roles in imaginary play and, through group activities, learn how to behave well in a group. They listen attentively at story time and help each other tidy away.
- Children with special needs are given good support. Staff work closely with parents and other professionals and provide activities to develop particular skills. For example, a child with poor motor skills is encouraged to practise letter formation using shaving foam.
- Children are encouraged to extend mathematical skills through fun activities. They learn about 'big' and 'small' whilst choosing differing sized plasters to put on dolls who have come to their 'clinic' to be made better by children dressed as doctors and nurses.

- Staff frequently reinforce the link between the sound and shape of letters. Children are confident in naming words that begin with the letter of the week and can recognise when it is their own name.
- Children's physical development is encouraged. As well as equipment and activities being made available on a daily basis, the group regularly take children to the nearby school to use larger equipment in the sports hall.

What needs to be improved?

- availability of resources and equipment particularly reading books and information and communication equipment
- opportunities to extend children's understanding of time through activities and discussion about past and present events in their own lives and opportunities to express their ideas and feelings through art
- regular and consistent recording of observations of children's attainment to enable ongoing progress to be easily identified and activities planned accordingly
- evaluation of focused activities and overall provision to ensure learning aims are met and activities are being managed and resourced effectively

What has improved since the last inspection?

Generally good progress has been made since last inspection. Children have more opportunities to recreate their own interpretations of what they observe, but have limited opportunities to be able to fully express their imagination freely. Writing materials are now always available in the role play area to enable children to practise writing skills regularly. There has been an improvement in the information made available to parents in the prospectus. However, currently, this is not linked clearly into the six areas of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are eager and motivated to learn. They concentrate well and show perseverance, managing to paint a very wobbly balloon to represent Humpty Dumpty. Children are developing independence and are confident when choosing resources. They behave well, forming good relationships and helping each other in activities. Children are sensitive to the needs of others, they take part in community events such as Red Nose day.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language to express ideas and are extending their vocabulary. They listen attentively and enjoy story time knowing familiar story lines. They have good knowledge of the shape and sound of letters and can recognise familiar words such as their name. All practise emergent writing skills and the more able are beginning to form recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident in counting and recognising numbers, practising this whilst doing number rhymes. They are developing and extending their understanding of number operation and use of mathematical language. Children can sort objects into groups of different numbers knowing which are more or less. They can name and recognise shapes, can repeat patterns, and are gaining an understanding of how to measure length and weight.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children observe and examine objects and features of the world around them, learning about seasons and the properties of ice. They design and build using a broad range of materials; they make towers from duplo and recreate Mary's garden with compost and shells. Technology equipment is not always easily available and there is limited opportunity for children to discuss events in their own lives. Children are gaining an understanding of their own and other cultures celebrating various festivals.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are gaining control over body movements and co-ordination, climbing, jumping and balancing. They use small and large equipment with control and have an understanding of space around them, doing activity games and catching balls. They use tools such as scissors with safety and have a growing awareness of how their bodies stay healthy.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children explore a range of materials and differing mediums such as mixing paint, playing with sand and shaving foam, developing the use of all their senses. They enjoy singing and making music, playing instruments and re-enacting nursery rhymes. Children enthusiastically join in role play and use their imagination in small world play. However, there are limited opportunities for children to fully express their imagination through free art and design.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop the evaluation of focused activities and overall provision, to ensure learning aims are met, activities are managed and resourced effectively and children are given opportunities to extend skills especially in relation to free expression in art and the understanding of the passage of time.
- maintain regular and consistent recording of observations of children's attainment to enable ongoing progress to be easily identified and activities to be planned accordingly.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.