



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 145940

DfES Number: 518827

### INSPECTION DETAILS

Inspection Date 11/12/2003  
Inspector Name Doreen Forsyth

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Puddleducks Community Playgroup  
Setting Address Saxon Road  
Harnham  
Salisbury  
Wiltshire  
SP2 8JZ

### REGISTERED PROVIDER DETAILS

Name Puddleducks Community Playgroup 1019825

### ORGANISATION DETAILS

Name Puddleducks Community Playgroup  
Address Saxon Road  
Harnham  
Salisbury  
Wiltshire  
SP2 8JZ

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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

Puddleducks Community Playgroup opened in 1992. It operates from a mobile classroom in the grounds of Harnham Infants School in Salisbury, Wiltshire. Children attend from the local area and nearby villages.

There are currently 39 children on the register. This includes 18 funded three year olds. Children attend for a variety of sessions. The setting supports children with special educational needs and with English as an additional language. The pre-school opens five days a week during term times. There are both morning and afternoon sessions.

Five members of staff work with the children, they all have early years qualifications and attend regular training. The setting receives support from the Early Years Partnership, is a member of the Pre-school Learning Alliance, and has achieved the Pre-school Learning Alliance National Accreditation.

### How good is the Day Care?

Puddleducks Pre-school provides good care for children. All the staff are experienced, well qualified and attend further training to update their skills.

The staff create a warm and friendly environment for children and their families, with displays of the children's work throughout the building. The premises used, and the pleasant outside play areas are kept safe and secure, as all staff are aware of health and safety issues. A risk assessment was carried out, however, this is not regularly reviewed. The children's dietary requirements, including any special dietary needs are met well, but the children do not have access to drinking water throughout the play sessions. The play leader has a good understanding of child protection issues, but not all staff are confident in their knowledge and understanding of the subject.

The children enjoy a good range of interesting activities, that help them to progress in all areas of their learning. The staff promote children's imaginative play especially well. They can use the well resourced outside areas everyday. The staff interact very

well with the children, they question them appropriately, and listen to what they have to say. The children are very confident, well behaved, and they play well together. The pre-school is very well resourced, and provides good materials for promoting the children's understanding of equal opportunities and different cultures.

There is a very good partnership with parents. Parents are always welcome into the setting and are encouraged to be involved in the activities of the pre-school. They are given good information about the setting and have copies of the policies and procedures that the setting follows. Some of the policies, including the complaints procedure must be updated.

#### **What has improved since the last inspection?**

not applicable.

#### **What is being done well?**

- The children behave very well, staff have high expectations and value appropriate behaviour.
- The children's imaginative development is encouraged, children enjoy role play and play together very well.
- There is a very good range of resources available for the children, especially those that promote equal opportunities and allow the children to learn about other cultures.
- The partnership with parents is good. The setting welcomes parents, and they are able to contribute to their children's learning in different ways.

#### **What needs to be improved?**

- the provision of drinking water, so that children can access it during the daily session
- the staff's awareness and understanding of child protection procedures
- the regular reviewing of the risk assessment.

#### **Outcome of the inspection**

Good

## **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

## **WHAT NEEDS TO BE DONE NEXT?**

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
6	Ensure the risk assessment is regularly reviewed.
8	Ensure children have regular access to drinking water.
13	Develop all staff's knowledge and understanding of child protection issues.

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

### How effective is the nursery education?

Puddleducks Community Playgroup is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The children are making very good progress in personal, social and emotional development, communication, language and literacy and mathematical development. They are making generally good progress in creative development, physical development and knowledge and understanding of the world.

The quality of teaching is generally good. Staff interact well with the children and provide them with appropriate challenges. They have a good knowledge of the early learning goals and all have early years qualifications. The staff manage the children's behaviour well and value and encourage good behaviour. Staff record their observations about the children but these are not always regular or consistent and are not always used to contribute to formal planning for the next steps of individual children. There is insufficient planning for physical development and for the use of information and communication technology.

The leadership and management is very good. The staff are managed well and have a clear understanding of their role. The key personnel are committed to improvement and have an action plan in place for the future development of the setting. They evaluate the nursery provision on an ongoing basis.

The partnership with parents is very good. The parents are given good quality information about the group and about what their children are learning. They are encouraged to share what they know about their children and to become involved in their learning. The key workers meet with the parents on a regular basis to discuss the progress of the children and to share records.

### What is being done well?

- Children's personal, social and emotional development is very good. They are confident and motivated to learn. They operate independently within the setting and have many independent skills such as fastening their own clothes and shoes. They relate well to one another and to the adults present and they are very well behaved.
- The children are confident speakers and can communicate their ideas and thoughts well. They are able to recognise their names and many can also write them using clearly formed letters. They have good listening skills.
- The children are interested in numbers and have opportunities to count and problem solve. Many can count up to and beyond 10. They use mathematical language in their play.
- The group has an action plan in place for further development and is committed to improvement. The key personnel regularly evaluate how

effective the nursery provision is.

- The setting works in close partnership with parents. They are given good quality information about the group and about what their children are learning. They are encouraged to share what they know about their child and to become involved in their learning. The key workers meet with the parents on a regular basis to discuss the progress of the children and to share records.

#### **What needs to be improved?**

- the use of information and communication technology
- the availability of media and materials with which children can freely express themselves
- the planning for physical development
- the regular and consistent use of assessment to record the children's progress and to contribute to formal planning for the next steps of individual children.

#### **What has improved since the last inspection?**

There has been very good progress made since the last inspection.

At the last inspection the points for consideration were the frequent use of mathematical language by staff in practical activities and spontaneous situations in order to encourage the children's use of mathematical language. The provider was also asked to develop the contribution of samples of the children's work in assessing their progress and achievement by including dates and the context of the work.

The staff now use mathematical language throughout the session and encourage the children to count and problem solve in a variety of situations. The children often use mathematical language in their play. The staff keep dated samples of the children's work and attach brief notes to show whether the child needed adult help and any other relevant information. These pieces of work are used when assessing the children's progress and achievement.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are confident and motivated to learn. They operate independently within the setting and have many independent skills such as fastening their own clothes and shoes. They relate well to one another and to the adults present. They understand the boundaries set for their behaviour and behave very well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children are confident speakers and can communicate their ideas and thoughts well. They are able to recognise their names and many can also write them using clearly formed letters. They are good at listening and enjoy story time and looking at books.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children are interested in numbers and the staff give them good opportunities to count and problem solve. Many can confidently count up to and beyond 10 and some can also recognise numerals. They recognise shapes and use mathematical language in their play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

The children enjoy finding out about living things and investigating the local environment. They show an interest in the world in which they live and observe and find out about it. They are becoming aware of their own and other cultures and beliefs. The children do not have regular opportunities to use information and communication technology.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

The children move freely, with confidence and pleasure. They have increasing control when fastening clothes and pouring drinks. They can manipulate small objects and use tools safely. Some children enjoy weekly P.E. sessions but due to the limited day to day planning for physical development there are limited opportunities for all children to have access to physical play equipment and activities.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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The children enjoy using their imaginations in role play and have access to a wide variety of resources to support this. They have opportunities to draw, paint and do planned craft activities. They join in with favourite songs and ring games and enjoy playing musical instruments. The children have limited opportunities to explore freely with a wide variety of media and materials.

**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**

- increase the use of information and communication technology
- increase the range of media and materials available with which the children can freely experiment and express themselves
- extend the planning for physical development
- ensure the regular and consistent use of assessment to record the children's progress and to contribute to formal planning for the next steps of individual children.

*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.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*