



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 220145

DfES Number: 583370

INSPECTION DETAILS

Inspection Date 11/03/2004

Inspector Name Jill Hunn

SETTING DETAILS

Day Care Type Full Day Care

Setting Name Puddleducks Day Nursery

Setting Address Blackymore Community Centre
Butts Croft Close
East Hunsbury
Northamptonshire
NN4 0WP

REGISTERED PROVIDER DETAILS

Name Mrs Sharon Eileen Collins

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 Day Nursery opened in January 1997. It operates from Blackymore Community Centre in East Hunsbury on the outskirts of Northampton. The nursery serves the local area.

There are currently 31 children on roll. This includes 19 funded three-year-olds and 10 funded four-year-olds. Children attend for a variety of sessions. There are no children currently attending with special educational needs or children who speak English as an additional language.

The nursery opens four days a week during school term times. Sessions are from 12:00 to 14:30 on Mondays, 9:15 to 14:30 on Tuesdays and Wednesdays, and 09:15 to 11:30 on Thursdays.

A total of six staff work with the children. Over half the staff have an early years qualification to NVQ level 3. The nursery receives support from the Northamptonshire Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre School Learning Alliance (PSLA).

How good is the Day Care?

Puddleducks Day Nursery provides good quality care for children. There is a comprehensive operational plan which is used as a working tool and ensures that staff have a consistent approach to their work. Space and resources are organised effectively to meet children's needs. Records are maintained to a high standard and promote children's well-being. Policies are generally sufficiently detailed.

The premises are safe, warm and clean and provide a welcoming environment to parents and children. The staff are very friendly and caring. They know children well. There are clear routines to the sessions which help children feel secure. Children behave well and are polite. Staff are aware of potential hazards so that children are kept safe both inside the nursery and during outdoor activities.

An exciting range of worthwhile activities are planned which challenge the children well and enable them to progress. Equipment and toys are used imaginatively so that they capture children's interest. They include opportunities for children to learn to value diversity.

The nursery develops positive relationships with parents. A range of useful information is available to parents so that they are aware of their children's progress and how the nursery operates. Parents are involved in the nursery by helping out at sessions and events and are encouraged to support children's learning at home.

What has improved since the last inspection?

At the last inspection, a number of actions were raised that the nursery agreed to address.

Staff have now attended child protection training which ensures that they are aware of the procedures to be taken to promote children's welfare. Documentation has been improved by maintaining a record of visitors, developing a risk assessment for the use of the climbing frame, ensuring that parents acknowledge the record of administration of medication, updating the complaints procedure with contact details of the regulator and by developing the operational plan to include details of staff deployment and making it available to parents. This ensures that children's well-being is promoted and that parents are aware of how the nursery operates. Fresh drinking water has been made available to children at all times by the introduction of a water dispenser and evidence has been provided of staff qualifications. The action plan relating to staff qualifications is no longer required as the staff group has now changed to include a higher proportion of qualified staff.

What is being done well?

- The organisation of staff, space and resources. Staff, space and resources are organised thoughtfully to promote children's learning. There is a supportive routine to sessions with opportunities for children to make choices and develop their ideas during play.
- The range of activities provided. Children benefit from a range of well planned purposeful activities both indoors and out which build on their natural curiosity as learners. The environment challenges the children well and ensures that they successfully develop their emotional, physical, social and intellectual capabilities.
- The range of resources provided. Staff provide a wide variety of interesting and stimulating resources based on real life situations. Consequently, they sustain children's interest, inspire them and enable them to make connections in their learning.
- The range of activities and resources that reflect diversity. Books and toys reflect positive images of race, culture, language and disability. Activities include opportunities for children to learn about other cultures and religions. Therefore, children learn to value and appreciate the similarities and

differences in other people.

- The management of children's behaviour. Staff consistently encourage children and set them clear boundaries. As a result, children behave well and are polite.

What needs to be improved?

- the written statement about special needs.

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
10	Develop the written statement about special needs so that it is consistent with current legislation and guidance and includes both special educational needs and disabilities.

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

How effective is the nursery education?

Children attending Puddleducks Day Nursery are making very good progress towards the early learning goals supported by friendly and caring staff.

The quality of teaching is very good. Staff have a secure understanding of the Foundation Stage. Planning is clear, linked to the six areas of learning and is used flexibly. Staff make regular observations and assessments which enable them to build up their knowledge of how individual children learn and make progress. They provide a stimulating environment and have high expectations of what children can achieve. The curriculum covering mathematics, physical development, communication language and literacy, and creativity particularly challenges the children well. Staff are skilful in the use of carefully framed questions to develop children's thinking skills and consolidate their learning. They consistently encourage children and manage their behaviour successfully. They organise space and resources effectively to promote children's learning. Suitable systems are in place to support children with special educational needs and children who speak English as an additional language.

The partnership with parents is very good. A range of good quality written information is available to parents so that they are aware of the Foundation Stage and how the nursery operates. Parents are regularly updated about their children's progress and are encouraged to become involved in their activities. They are given suggestions of how to continue children's learning at home.

The leadership and management of the nursery is very good. The owner provides strong leadership and has a clear vision for the nursery. Staff work very well together as a team and are committed to providing a successful educational programme for the children. They regularly review their practice and regard further training and development as important.

What is being done well?

- The development of children's self-confidence and self-esteem. Staff consistently praise and encourage children and value them as individuals. They plan sessions with clear routines which help children feel secure and allow them time and space to explore their own ideas and interests. As a result, children become confident learners.
- The use of questioning to extend children's learning. Staff make very good use of carefully framed questions to challenge children's thinking and to enable them to reflect and recall past events. Therefore, children are able to consolidate what was learned previously.
- The excellent provision for mathematical development. Staff maximise the opportunities for children to count. They emphasise the way mathematics is

used through a range of interesting practical activities which stimulate the children well. They skilfully use resources and teaching to challenge the mathematical thinking of older and more able children. This ensures children are challenged to their potential and become confident and competent in using their mathematical skills and knowledge.

- The range of learning opportunities to promote children's learning. Children take part in activities involving the investigation of the garden area which crosses several areas of learning. They examine living things, count the number of worms and daffodils they see and use their early writing skills to record their observations.
- Opportunities for children to express their creativity through music. Children sing a variety of songs and action rhymes. They play musical instruments by shaking, banging and blowing as they take part in the band to accompany other children singing. They tap out rhythms and move to music. Children listen and respond to a variety of types of music from other countries and cultures.

What needs to be improved?

- the ways of incorporating individual children's learning styles into the planning
- the opportunities for children to freely select and use writing equipment during their play.

What has improved since the last inspection?

At the previous inspection, a point for consideration was raised and very good progress has been made in addressing this. The take up of training opportunities are discussed at staff appraisal reviews and training needs are identified. Staff have now attended a variety of training. They are keen to further extend their knowledge and skills to support the care and development of the children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and are developing their independence. They are keen to learn, concentrate well and take part in activities with enthusiasm. Four-year-old children persist at activities for a period of time, such as when trying to spin and roll hoops during outdoor play. Children develop good relationships with staff and peers. They learn to co-operate with each other and begin to share. Children behave well and are polite. Older children manage the behaviour of other children.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently and have a lively interest in new words. Older children initiate conversation with other adults and successfully deliver messages. Children listen attentively at group time and eagerly respond to questions. They develop their early reading skills by recognising names from cards and using a variety of factual and fiction books. Children use their emerging writing as a means of recording, such as what they see in the garden. Older children write their name.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have a strong interest in number. They count competently and spontaneously. They experience many mathematical concepts in a range of interesting practical activities. Older children solve simple problems and successfully compare groups of objects. Children investigate the properties of shape as they use construction materials. They make patterns and re-create sequences. Children use language to describe position, weight and size and explore capacity when cooking and during water play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate why things happen and how things work using a variety of worthwhile activities, both indoors and outdoors, that stimulate their interest and curiosity. They learn about growth by planting seeds and bulbs and observe changes in the weather and their environment. Children recall past events in their lives and at the nursery. They find out about the world they live in through a series of local outings and visitors. They gain an awareness of their own and other cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and with increasing control. They respond imaginatively to music and when enacting a bean growing. Children improve and develop new skills as they persist using a variety of large and small equipment, such as hoops, stilts and when taking part in sack races. They successfully use a range of tools and apparatus to challenge and develop their fine and gross motor skills.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children investigate a variety of resources and materials that stimulate their curiosity and imagination. They experiment in two and three dimensions. They use a variety of musical instruments to accompany children singing, competently tapping out rhythms. They sing a repertoire of songs and action rhymes. They listen and respond to a range of music from other countries. Children make connections in their learning through a variety of role play situations, for example, the garden centre.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- develop different ways of incorporating individual children's learning styles into the planning
- further develop the opportunities for children to freely select and use writing equipment during their play.

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.