



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 224171

DfES Number: 583142

INSPECTION DETAILS

Inspection Date 23/02/2004
Inspector Name Kathryn Mary Harding

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Puddleducks Pre-School Provision
Setting Address John Wilkinson C P School
Coalport Road
BROSELEY
Shropshire
TF12 5AN

REGISTERED PROVIDER DETAILS

Name Ms Caroline Wrelton

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 Pre-School opened in April 1997. It operates from a one room demountable within the grounds of John Wilkinson Primary School in Broseley, Shropshire. The group serves the local area.

There are currently 40 children from 2 to 5 years on roll. This includes 14 funded 3-year-olds and 17 funded 4-year-olds. Children attend for a variety of sessions. The setting supports children who have special needs and children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 to 11:30 and 12:45 to 15:15. Five part-time staff work with the children, all have Early Years qualifications and one staff member is currently working towards NVQIII.

The setting receives support from a teacher mentor from the Early Years Development and Childcare Partnership and the Pre-School Learning Alliance.

How good is the Day Care?

Puddleducks Pre-School Provision provides satisfactory care for children. Staff are willing to attend training courses and workshops.

Staff have a good understanding of health and safety requirements and are aware that the fluorescent lights need to be made safe and a current insurance certificate needs to be in place. All people on the premises need to be recorded.

The setting have a comprehensive operational plan which underpins the day to day running of the group. However, staff need to give consideration to the organisation of the sessions, staff time and space to effectively meet the children's needs. Staff interact well with the children and provide a wide range of activities to promote challenge and stimulation.

Partnership with parents is good and parents feel that staff are friendly and

approachable. Staff are aware that written parental permission needs to be obtained prior to administering any medication and that a policy on sick children needs to be drafted.

What has improved since the last inspection?

There were two actions raised at the last inspection.

Staff had to ensure that breaks in between sessions were taken so that no children were in the care of the provider. Staff hours are now structured to ensure all playgroup workers have one hour break in between morning and afternoon session. However, the pre-school need to look at how no children will be in the care of the provider in between sessions or seek a variation to offer full day care.

The setting had to inform Ofsted if a variation was required. Staff had contacted Ofsted, but had not proceeded with a variation.

What is being done well?

- Staff interact well with the children and support them in their play.
- Children choose what they are going to play with, so encouraging their independence.
- A wide range of activities are available to promote challenge and stimulation.
- Staff handle children's behaviour well, using positive strategies and lots of praise and encouragement with the children.

What needs to be improved?

- the organisation of the sessions, staff time and space to effectively meet the children's needs
- the recording of all people on the premises
- fluorescent lights to be made safe
- the insurance certificate needs to be valid
- written permission to administer medication
- a policy on sick children needs to be drafted.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
2	Ensure that registration requirements regarding hours of operation are adhered to at all times.	19/04/2004

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

Std	Recommendation
2	Consider the organisation of the sessions, staff time and space to effectively meet the childrens needs.
2	Ensure that all people on the premises are recorded.
6	Ensure that the fluorescent lights are made safe.
6	Ensure that a current insurance certificate is available.
7	Obtain written permission from parents before administering medication to children.
7	Ensure that a policy on sick children is available.

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

How effective is the nursery education?

Puddleducks Pre-School Provision provides generally good nursery education, with the children making generally good progress towards the early learning goals, with very good progress in four areas, but weaknesses in physical development. The quality of teaching is generally good. Staff have a good knowledge of the Foundation Stage curriculum and the early learning goals and attend relevant training courses. They extend children's learning by encouraging the children to think and asking open-ended questions. However, plans do not show what it is intended that the children will learn and new assessment records are still being considered. Observations are undertaken on the children, but these do not inform the future plans. Little planning for physical development takes place and, with the limited useable outdoor space, children's progression in this area of learning cannot be ensured. Mark making materials also need to be more readily available. Staff work well to include all children and individual education plans are drawn up for children with special educational needs. Staff provide a wide range of planned and spontaneous learning opportunities for the children and manage their behaviour well. All staff contribute to planning the curriculum.

The leadership and management of the setting is generally good and staff work well together as a team communicating effectively. All staff receive an annual appraisal. Changes to practice are constantly being considered and staff listen to what parents want and evaluate the sessions daily.

Partnership with parents is generally good. Good quality information is provided to parents about the pre-school life and parents are invited to social events and on trips. However, there are limited opportunities for parents to be encouraged to be involved in their child's learning or to be informed about how their child is progressing.

What is being done well?

- Children's personal, social and emotional development, creative development and knowledge and understanding of the world is very good. Children are keen and interested to learn and are able to select an activity for themselves which encourages their independence. They have a varied range of resources and opportunities to explore, investigate, discuss and use their imaginations.
- Children's mathematical development is very good. Children have many opportunities to explore simple mathematical concepts in a practical way.
- Staff's spontaneous use of questioning encourages the children to think and extends their learning.
- Staff create a stimulating environment where children can learn through a wide range of planned and spontaneous practical activities.

What needs to be improved?

- the opportunities for children to freely access mark making materials
- planning to include activities to develop children's large scale movement skills and to give consideration to useable outdoor space so children can move around freely
- planning to include the intended learning outcomes and ensure children's progression through observations and assessments informing these plans
- the opportunities for parents to be encouraged to be involved in their child's learning and to be informed about how they are progressing.

What has improved since the last inspection?

Limited progress has been made since the last inspection. Two of the key issues have been dealt with. Staff ensure that they have children's attention before starting to give instructions about the activities and encourage children to listen. The setting have also purchased a climbing frame to provide the children with opportunities to develop their physical skills. However, two key issues about planning to include the intended learning outcome and developing systems for assessments are brought forward as key issues at this inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children freely approach staff to ask them for their help and to show them their pictures. They are able to self select activities and are keen and interested to play. Three and four year olds take turns at circle time and when playing games and sharing the books. Staff gently remind children how to behave and deal with unwanted behaviour swiftly and firmly. Children demonstrate personal independence during the routines of the day. They have opportunities to look at different festivals.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk confidently in large and small groups. However, some children do become restless in large groups and this prevents others from listening. Three and four year olds look at different sounds and sing simple rhyming songs. They are encouraged to find their own name and choose books to share at home. Some children are starting to form recognisable letters but mark making equipment is not available in the writing area or other areas of the room.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

There are many opportunities for children to count and recognise numbers and some children confidently count beyond 10. Staff use spontaneous opportunities to count with children in everyday routines. They use opportunities for children to begin to understand in a practical way the simple concepts of addition and subtraction. Mathematical language of position, shape and weight is introduced and children record their findings. A good range of mathematical equipment is available.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many opportunities to use their senses to explore and investigate. Staff use spontaneous opportunities to extend children's learning when talking about how things work. Children build using a range of construction sets. They access a computer and use educational programmes to support their learning. Children frequently talk about their families, past, present and future events. Positive images of diversity are evident throughout the setting.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children show dexterity when using small tools and older children use small equipment with increasing control. However, children are unable to move confidently or imaginatively outdoors when using the equipment due to lack of useable space. Also, as there is little planning for physical development, children's progression in this area of learning cannot be ensured. Children are beginning to develop an understanding of a healthy life style.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children use a range of materials to explore colour, texture and shape and children's own pictures are displayed on the walls. Children sing simple rhymes from memory with enjoyment. They play imaginatively in the role play area and take on different characters. Children have opportunities to respond to experiences using their senses.

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

- Provide opportunities for children to freely use mark making equipment.
- Provide planned opportunities for children to develop their large scale movement skills and consider how outdoors, children can move around more freely.
- Ensure that plans include the intended learning outcomes and that assessments and observations inform these future plans, thereby ensuring children's progression.
- Provide opportunities for parents to be encouraged to be involved in their child's learning and for parents to be informed about their child's progress.

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.