



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 208250

DfES Number: 584944

INSPECTION DETAILS

Inspection Date	29/03/2004
Inspector Name	Kathryn Mary Harding

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Puddleducks Under Fives
Setting Address	Puddleducks Under Fives Lawley Community Centre, Lawley Telford Shropshire

REGISTERED PROVIDER DETAILS

Name	The Committee of Puddleducks Under Fives
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ORGANISATION DETAILS

Name	Puddleducks Under Fives
Address	Lawley Community Centre Lawley Telford Shropshire

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 Under Fives opened in 1994. It operates from a community centre, next to the local primary school in the village of Lawley, Telford. The setting serves the local community.

There are currently 46 children from 2 to 5 years on roll. This includes 17 funded 3-year-olds and 16 funded 4-year-olds. Children attend for a variety of sessions. The setting supports children attending with special needs and children who speak English as an additional language.

The group opens five days a week during school term time except for Wednesday morning. Sessions are from 09:00 till 15:00.

There are seven staff working with the children. Five have recognised early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Puddleducks Under Fives provides good care for children. Staff are willing to attend training courses and work effectively as a team knowing their roles and responsibilities. The committee are aware that written checks need to be obtained on new employees and a lost child policy needs to be drafted.

Children's behaviour is well managed and staff continually praise children for their efforts. Staff interact well with the children and have fun with them and extend their learning by asking open-ended questions.

Staff have a good understanding of health and safety issues and undertake regular risk assessments on the premises to ensure that the children are kept safe. Staff are aware that they need to record the times of arrival and departure of all children and adults on the premises.

Staff provide a broad range of activities covering the six areas of learning which

children can freely access encouraging their independence.

Partnership with parents is good. Parents feel staff are friendly and approachable. They feel that staff listen to their requests and try and accommodate the individual needs of their child.

What has improved since the last inspection?

Not applicable, as there were no actions raised at the previous inspection.

What is being done well?

- Higher than required staffing ratio ensures that children have more individual attention and time spent with them. Staff support children in their play and there is constant interaction between them.
- The environment is organised into specific learning areas which support children's learning. Children are able to choose what they want to play with, so encouraging their independence.
- The staff provide a broad range of activities to promote challenge and stimulation in all areas of learning.
- Staff handle children's behaviour well and use lots of positive strategies with the children to encourage them in their play.

What needs to be improved?

- the written checks on new employees
- the drafting of a policy in the event of a child being lost
- the recording of times of arrival and departure of all children and adults on the premises.

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	
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Std	Recommendation
1	Ensure that appropriate checks are carried out on new employees.
2	Ensure that times of arrival and departure of all children and adults are recorded.
2	Ensure that there is a policy in place should a child become lost.

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

How effective is the nursery education?

Puddleducks Under Fives provides generally good nursery education, with the children making generally good progress towards the early learning goals.

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 effective use of questioning. Creative development, physical development and knowledge and understanding of the world is very good. However, there are insufficient opportunities for children to count in everyday routines and problem-solve in a practical way. Consideration also needs to be given to creating opportunities for children to recognise familiar words in their environment. Plans are detailed and show what it is intended that the children will learn. However, observations undertaken on the children need to be more systematic, thereby ensuring that all children are included. 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.

The leadership and management of the setting is very good and staff work well together as a team communicating effectively. All staff receive a twice yearly appraisal and monthly supervision. Changes to practice are constantly being considered. Staff evaluate the effectiveness of the education by undertaking observations on the children and evaluating each session.

Partnership with parents is very good. Good quality information is provided to parents about the setting and the areas of learning. Staff hold parents meetings and send home certificates to inform parents about their child's achievements. Parents share what they know about their child at an induction session. There are many opportunities for parents to be involved in their child's learning.

What is being done well?

- Staff create a stimulating environment where children learn through a wide range of planned and spontaneous play opportunities.
- Knowledge and understanding of the world and creative development are very good. Children have many opportunities to explore, investigate and are able to access their own art materials to make their own creations.
- Physical development is very good with children moving confidently and imaginatively around the indoor and outdoor areas.
- Partnership with parents is very good. Staff work hard to ensure that parents are involved in their child's learning and are kept well informed about their progress.

What needs to be improved?

- the opportunities for children to recognise familiar words in the environment
- the opportunities for children to count in everyday practical activities and begin to understand in a practical way the concepts of addition and subtraction
- the systems to ensure that all children are included in the recording of observations.

What has improved since the last inspection?

Generally good progress has been made since the last inspection.

The pre-school were asked to provide more opportunities for children to explore and identify features of living things and make more use of the local environment. Children now have opportunities to go into the local village and have visitors into the setting. Topics relating to living things are also included in the planning.

Information to parents also had to include information about the six areas of learning. This is now contained within the prospectus.

Children's mathematical language relating to simple addition and subtraction had to be developed. This still needs to be developed and is therefore brought forward as a key issue at this inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are keen and interested to learn and are able to select activities for themselves. They confidently express their needs and are eager to show staff what they have been doing. Personal independence is encouraged, but some opportunities to extend this further are missed. Children behave well and are gently reminded by staff of the rules. Staff praise and encourage the children in their play. Children have looked at differences, feelings and the needs of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children talk in small and large groups and older children do this confidently. They listen well to stories. They are, at times, encouraged to find their name. This activity could be extended along with labelling of the environment to encourage children's recognition of familiar words. A good supply of writing and drawing materials is available to promote mark making skills. Some children are starting to form recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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There are opportunities for children to recognise numbers and count, but this could be extended in practical routines. Opportunities for children to begin to understand in a practical way the concepts of addition and subtraction could also be extended. There is a good range of mathematical equipment available for children to sort, match, compare and create patterns. Children talk about shapes in their everyday play and adults encourage the children to think about shapes of everyday objects.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have lots of opportunities to explore and investigate natural and made objects. They have used different materials to create their own designs. A range of construction sets is available for the children to build with. They access a computer with educational programmes and programmable toys to support their learning. They discuss their families, past, present and future events and are beginning to gain an awareness of different cultures and the beliefs of others.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move around both indoors and outdoors in different ways and with confidence. When pushing the outdoor toys around they demonstrate an awareness of space and others. A wide range of large and small equipment is accessed to develop fine control skills and large scale movement skills. Children are developing a good awareness of a healthy lifestyle during the routines of the session.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have many opportunities to explore and experiment with colour, shape and different textures. They freely access art materials to create their own pictures. They listen to different styles of music and make their own sounds as they move around the room. They play imaginatively in the role play areas and take on a variety of different characters. Three and four year olds sing simple songs, which they do with obvious enjoyment and familiarity.	
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 more opportunities for children to recognise their name and familiar words in their environment.
- Provide more opportunities for children to count, recognise numbers and solve problems in everyday practical activities.
- Ensure that observation systems in place include recordings for all 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.