



Office for Standards
in Education

DAY CARE INSPECTION REPORT

URN 221787

INSPECTION DETAILS

Inspection Date 08/11/2004
Inspector Name Caroline Wright

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Over Puddleducks Pre-School
Setting Address Over Community Centre
The Doles, Over
Cambridge
Cambridgeshire
CB4 5NZ

REGISTERED PROVIDER DETAILS

Name The Committee of Over Puddleducks Pre-School 1027556

ORGANISATION DETAILS

Name Over Puddleducks Pre-School
Address Over Community Centre
The Doles, Over
Cambridge
Cambridgeshire
CB4 5NZ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

Information about the setting

Over Puddleducks pre-school was first opened in 1998 and operates from two rooms in Over Community Centre. The premises are situated in the centre of the village of Over, in Cambridgeshire. The pre-school is registered to accept up to 26 children at any one time. Opening times are 09:15 to 11.45 and 12.45 to 15:00 Monday and Friday, term times only. An optional lunch time session is available from 11:45 to 12:45. All children share an enclosed outdoor play area.

There are currently 23 children aged from 2½ to under 5 years on roll. Of these, 21 children receive funding for nursery education. Children come from the local area. The nursery currently supports children who have special educational needs and children who speak English as an additional language.

The pre-school employs four members of staff, three of these, including the manager, hold appropriate early years qualifications. One member of staff is currently on a training course.

How good is the Day Care?

Over Puddleducks Pre-school provides good quality care for children aged 2 to five years.

Staff supervise children well and maintain good adult to child ratios. Most areas of the premises are safe and all of the essential documents are in place. However, parents do not always sign the accident records and the risk assessment document needs revision. A well organised induction procedure helps new staff work effectively, and all members of the team are clear about their roles and responsibilities.

Relationships between adults and children are very good. Children initiate conversations and adults are interested in what they do. Staff make very good use of the play space available and promote equal opportunities for all children to access equipment and resources independently. They provide a warm and welcoming environment to help children and their families feel welcome. Staff encourage children to pursue their own interests and make decisions, and they organise the provision of healthy snacks and drinks for children at each session. Good procedures are in place to help children learn about health and hygiene. There are

effective systems in place to provide support for children with special educational needs and those who speak English as an additional language.

Partnership with parents is good. Parents know what is going on through regular newsletters and an informative 'Welcome' leaflet. Staff organise regular information evenings for parents to attend, so that they are able to take an active role in their children's development. Parents are confident to discuss their children's progress with the staff at hand over times.

What has improved since the last inspection?

At the last inspection the pre-school agreed to amend the medication policy; include the contact details of the regulator in the complaints procedure; and update the behaviour management policy. They also agreed to devise a statement regarding the exclusion of children who are ill or infectious, together with a procedure to be followed when taking children on outings.

The medication policy now states that parents' written permission must be obtained and that written instructions are to be given prior to administering all medicines. An exclusion policy prevents the risk of cross infection when children are ill, and a written procedure details how children will be supervised, to make sure they are safe when they go on outings. The behaviour management policy has been updated to include strategies to deal with bullying and the complaints procedure provides parents with the contact details of Ofsted in case they need it.

What is being done well?

- The management team use a wide range of effective strategies to make sure children are cared for by suitable persons, so that they are safe. A good system for appointing and vetting new staff is in place; the visitors record includes information for volunteers regarding supervision of children and procedures to be followed when children visit the toilet; and the record of occasional collectors is signed and dated as well as being supported by a password system.
- Children choose their own activities from a stimulating range provided and access equipment freely. The equipment and resources are all well labelled and organised to help children become independent and make decisions. Adults are interested in what children do and listen to what children have to say, so that they are able to develop their ideas. Key workers establish consistent relationships with children to help them become confident and make good progress.
- The pre-school provides a very good physical environment for the children and their families to enjoy. Attractive displays of children's work and clear notices to parents help to make them feel welcome. The outdoor play area and the activities provided there are included in the curriculum plans, so that children's learning continues throughout all areas of the provision. Staff prepare the play space before children arrive each session, to encourage

them to leave their parents with confidence.

- Staff work with families and other agencies to ensure that children with special educational needs make good progress in all areas of the curriculum. Their independence is promoted through the carefully planned environment and free access to equipment and resources. Individual learning plans are regularly reviewed by parents and the key worker, to make sure that children's individual needs continue to be met.

An aspect of outstanding practice:

The pre-school team have developed a wide range of effective procedures, which enable staff, volunteers and parents to know how the setting operates on a day to day basis. This means that they are able to offer appropriate support and help the children to bridge the gap between home and pre-school. A comprehensive operational plan covers all areas of practice and includes suitable policies and procedures. The welcome pack for new parents and information for new committee members provides additional relevant information. The manager provides induction training for new members of staff and rotas are clearly displayed in the office area to make sure everyone is aware of their roles and responsibilities. (Standard 2)

What needs to be improved?

- documentation, so that the accident record is consistently signed by parents and the risk assessment document is revised to take account of the variation in the temperature of the hot water in the sinks that the children could get access to.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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
14	Make sure parents' signature of acknowledgement is always recorded in the accident book.
14	Revise the risk assessment document to include a procedure that makes sure the hot water in the tap is safe for children to use.

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.