

Puddleducks Pre-School Provision

Inspection report for early years provision

Unique reference number 224171
Inspection date 23/11/2011
Inspector Bernadina Lavery

Setting address John Wilkinson C P School, Coalport Road, BROSELEY,
Shropshire, TF12 5AN

Telephone number 01952 884420

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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Puddleducks Pre-School group registered in 1997. It operates from a single-roomed demountable building within the grounds of John Wilkinson Primary School in Broseley, Shropshire. The group serves the local area. They have the use of a designated play area for outdoor play and also have the use of part of the school grounds to support a 'forest school' project, for which Wednesday morning and Thursday afternoon are set aside. The group is open five days a week during school term times and provides an after school service for children attending John Wilkinson Primary School. The group offers different sessions and is open 9am until 5.15pm every day except Tuesday, when only the after school sessions operate from 3.15pm until 5.15pm. A lunch club facility is provided between 11.30am and 12.30pm on a daily basis. Children attend for a variety of sessions.

A maximum of 18 children aged between two and eight years may attend at any one time. Currently there are 32 children on roll for pre-school sessions, all of whom are in the early years age group, and 23 children on roll for the after school sessions, of which three are in the early years age group. The group is in receipt of funding for the provision of free early years education to children aged three and four-years-old. The group supports children with special educational needs and/or disabilities.

There are six members of staff who work with the children. Of these, one holds a degree qualification at level 6 in Early Years, four hold National Vocational qualifications (NVQs) at level 3 in Early Years and one holds a NVQ at level 2 in Early Years. They receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make outstanding progress within the Early Years Foundation Stage at this superb group. Clear governance, staff vigilance and thorough, detailed policies and procedures ensure children are fully safeguarded. Excellent outcomes for children are clearly attributed to the innovative use of high quality, sustainable resources and unique learning opportunities. Staff are passionate, dedicated and highly reflective in evaluating inclusion, constantly striving to ensure children's learning enhances their understanding of equality and diversity. Exemplary partnership working is in place and feedback from parents reflects their appreciation for the exceptional care and education offered by the group. Focused, ambitious leadership, coupled with excellent evaluation procedures, future vision and direction from the committee, ensures high standards of care and education are delivered by the whole staff team.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person

should consider:

- developing further children's understanding of diversity by challenging their thinking and helping them to embrace differences in ethnicity, religion and culture.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded because excellent systems are in place. Staff clearly understand their duty to escalate any child protection concerns and attend training to ensure their safeguarding knowledge and skills are current. Robust recruitment, vetting and induction procedures are overseen by the committee. These systems were updated recently, prior to a very successful recruitment campaign and consequently evidence of how suitability decisions are made, such as references and Criminal Records Bureau checks, are fully traceable. This ensures high calibre, professional people are recruited. Ongoing supervision, induction and appraisals ensure staff are highly valued. Consequently, staff morale is very high and everyone is dedicated and passionate about providing high quality care and education for all children. Documentation to support children's health, well-being and dietary needs, including attendance and accident recording, is very effective. Staff are qualified first aiders, ensuring any accidents are dealt with efficiently and effectively. Excellent control measures and detailed risk assessments encompass a 'common sense' approach, ensuring children's health and safety is prioritised. For example, forest area hazards are identified and discussed prior to sessions. Children know that only birds and animals can eat berries in the forest. This demonstrates that children are developing a mature respect for nature and are taking personal responsibility for their own safety.

Forest school sessions are an integral part of children's wonderful play experience. They delight in finding natural materials, such as fir cones and twigs, to make tree mobiles. Indoors, children can choose from an excellent range of toys and resources, covering all areas of learning. Staff expertly follow children's interests and offer equipment and advice to support and extend children's thinking and play. All staff promote inclusion and model exceptional practice by taking a proactive approach when seeking support for all children. For example, staff assess children's speech and language using the Every Child A Talker initiative. Consequently, excellent, collaborative working relationships with other professionals, such as speech and language therapists are established, ensuring advice and early intervention are sought. The group is highly committed to working in partnership with others and the host school. For example, excellent links with teaching staff and other professionals ensure channels of communication are well-established in order to support and facilitate children's learning. Home visits are organised prior to children starting in order to ascertain specific information to help children settle into the group. Transition arrangements for the next phase of children's education are extremely well-planned for and include partnerships with other local schools.

Parents and carers say they are very well-informed and delighted with their

children's progress and enthusiasm for learning. Daily conversations, newsletters, consultation meetings and an informative website, ensure parents and carers have an excellent overview of the group. Parents and carers receive tailored guidance, such as information on precise ways they can support their children's learning. For example, children take home 'chatter bags' with ideas for supporting language development. Evaluation procedures are ongoing, and along with highly reflective practice and a strategic plan, ensure high standards are embedded across all areas of practice. Children's views and suggestions are sought informally at group time and formally through questionnaires. Ongoing, professional development for all staff is prioritised and facilitated. For example staff have completed 'forest school' training and are encouraged to pursue their areas of interest and expertise in order to enhance the skills within the staff team.

The quality and standards of the early years provision and outcomes for children

Children make excellent progress in the Early Years Foundation Stage in relation to their capabilities and starting points. Staff are inspirational in their interactions and discussions with children, encouraging their independence and supporting their creativity. Planning and assessment systems are personalised to each child, highly detailed and very effective in tracking children's achievements and individual targets. Children's learning journey books are distinct in showing children's progression across all areas of learning, including input from parents and carers about home and interests. Excellent consideration is given to all aspects of children's learning, including resources and the environment. Children's work and pictures are attractively displayed throughout the room, making for a very bright, welcoming learning space. Examples of this include scavenger hunt charts and observational paintings of flowers by children attending the after school group.

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Equality and diversity is promoted excellently in this vibrant group. Staff know every child, track their progress methodically and are alert to any emerging achievement gaps. For example, staff recognise gender differences in play and support boys in accessing literacy games and creative activities by providing resources outdoors and recognising the importance of the environment when

planning to support boys' achievements. Special events in children's lives are celebrated, including birthdays, festivals and holidays and children bring in their photos to share with staff and others. High aspirations for children, coupled with discussions, books and activities help children to appreciate differences within society. For example, children enjoy stories from around the world including Russia, with staff explaining the language differences. This helps to promote positive attitudes to differences within society. However, there is room to enrich children's learning of diversity further and challenge their thinking, in a meaningful way, regarding ethnicity, religion and culture.

Children arrive confidently, happy to see their friends and eagerly anticipate the forest school session. Staff know and understand children's individual needs and temperaments very well and are very prompt in settling any younger children who may be upset on arrival. Children are praised for excellent behaviour and being kind to each other and respond with wonderful social skills and manners. Early literacy skills are encouraged as younger children use their fingers to trace their names in sand, while older children can write their names with accuracy and precision. Children's language skills are excellent; they speak with clarity and confidence, instigating conversations with each other and adults. Early reading skills are very well-nurtured as children have access to an excellent variety of books and reading materials. Children enjoy an innovative story time in the forest school, sitting on logs and drinking hot chocolate as they listen attentively to a humorous story that makes them giggle. Number skills are encouraged as children recognise patterns on their clothes, including spots and stripes. During group times, children count with confidence up to 15 and sing songs that involve counting backwards from 12. Children are keen to write numbers after singing and accurately write the number 12 with support and encouragement from staff. The forest school sessions help children to develop a love of the outdoors and they relish this time, using magnifying glasses to look for bugs and acorns. Children's curiosity and concentration is evident as they use scissors to cut leaves and twigs, fascinated by the shapes and patterns they create. Children's vivid imaginations are evident as they pretend to be chased by a dinosaur, saying, 'splish, splosh' as they run through the mud pit, enjoying the noise and sensation of the mud on their boots. Children are learning to take care of living things as they plant bulbs and grow vegetables very successfully, entering their best runner beans into a local show. Children move with great speed and agility. They are able to run down the sloped grass and stop quickly before changing direction. Staff talk to children about changes in their bodies and children talk about keeping moving in order to stay warm. The role play area is currently a post office and children write letters and handle money when pretending to buy stamps and post their parcels. This, coupled with very confident computer skills and excellent levels of communication, ensures that overall children are developing outstanding skills to support their future learning.

Children have an exceptional understanding of hygiene routines as they describe the importance of hand washing to get rid of invisible germs. The snack menu includes an excellent range of nutritious, healthy snacks, such as couscous and carrot sticks, supplemented with regular drinks. Children's behaviour is exemplary, and they adhere to the group's golden rules and older children can add to these as situations arise. Children have established meaningful relationships with all staff,

including their key workers. Older children say they enjoy coming to the group, feel safe and trust adults to deal with any worries or concerns they may have. Vertical learning is evident as older and younger children play very well together, treating each other with great respect and empathy. Children are learning Makaton and use signing at snack time to show if they would like milk or water to drink. Children enthusiastically take part in fundraising activities, encouraging them to show care and consideration to people within society. Children experience all weathers as fresh air and exercise play an integral part in their daily routine. Outdoors, children use all of their senses, as they are keen to explore and be active. Children's coordination and balance is excellent, enhanced by their adventurous play. For example, children take measured risks, climbing over logs and navigating their way through branches and foliage within the forest school.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met