

Puddlebrook Daycare

Inspection report for early years provision

Unique reference number EY436406
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Inspector Debbie Kerry

Setting address Cartwheels Childrens Centre, Norton Road, HAVERHILL,
Suffolk, CB9 8NF
Telephone number 01449677878
Email carol.read@pre-school.org.uk
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

Puddlebrook Daycare opened in 2004 and re-registered under the ownership of the Pre-school Learning Alliance in 2011. It operates from within Cartwheels Children's Centre in Haverill, Suffolk. Children have access to two large open plan playrooms and an enclosed outside play area. The nursery has two tanks with fish, stick insects and an African land snail.

A maximum of 41 children under eight years may attend the setting at anyone time, of whom 12 may be under two years old. There are currently 33 children attending who are within this age group. The nursery is open each weekday from 8am to 4pm, term time only. The nursery provides early education for two to four-year-olds. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery offers care to children with special educational needs and/or disabilities and to those who speak English as an additional language.

The nursery employs five members of staff. All of the staff, including the manager, hold an appropriate early years qualification. The nursery receives support from the local Early Years Development Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare, learning and development in the Early Years Foundation Stage is appropriately supported by staff. The staff undertake regular observations with the next steps in their learning being clearly identified. However, the systems for planning are insufficient to fully support children's individual interests and learning needs. There are sound relationships with parents and staff seek support and advice from other professionals. The setting also has support from the Pre-school Learning Alliance and the local authority to evaluate and monitor their practice. There is a clear action plan in place and areas for improvement have been identified to benefit children's continued learning and development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review planning systems to ensure that children's individual interests are recognised and all children are appropriately challenged in their learning and development
- ensure that regular evacuation drills are carried out and the details recorded in a log book of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The setting has clear policies and procedures in place for staff to follow regarding safeguarding children. The staff have an appropriate understanding and knowledge of the procedures, which are displayed in the office. The setting is safe and secure and there are clear written risk assessments in place, covering all areas and equipment within the setting. Therefore, children are appropriately protected from any potential dangers. There are also clear procedures in place for the emergency evacuation of the building. However, these are not practised on a regular basis to ensure that children develop a good understanding on how to keep themselves safe. All staff working with children have been suitably checked as part of the setting's recruitment and selection procedure to ensure that they are suitable to work with children.

Parents are kept sufficiently informed about their child's learning and development through daily verbal feedback. Children's learning journey records are also available for parents to view at anytime. Parents have added comments to the learning journeys about their child's interests and learning at home. This ensures that they are involved with their child's learning. Parents are kept informed about the provision through newsletters and the notice board in the entrance, where information about the nurseries policies and procedures are displayed. The setting has started to form links with other early years settings, which some children attend, so that information with regards to their individual learning needs can be exchanged. There are clear systems in place for supporting children with special educational needs and/or disabilities and staff work closely with other professionals to ensure that appropriate support is in place.

All staff hold appropriate early years qualifications and are also booked to undertake training, in relation to the changes to the Early Years Foundation Stage. This is in order to familiarise themselves with the new documents and to plan future improvements to benefit children. The Pre-School Learning Alliance has also put in place clear strategies and a range of policies and procedures to support the staff. Working with the local authority and the Pre-School Learning Alliance, the setting have developed a core action plan with clear timescales to ensure that all the changes can make positive improvements.

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

Children are provided with a range of fresh fruit and vegetables for snacks and meals that promote their health. There is a designated member of staff, who prepares the snacks and meals for children and ensures that their individual dietary needs are fully met. The weekly menus are displayed and include a wide range of fresh fruit and vegetables. This means that children are provided with a balanced range of foods to promote their health. Staff ensure that all children's health and medical needs are appropriately supported through the range of clear policies and procedures they have in place. Children have access to large

equipment in the outside play area, where they can climb, slide, run, ride and balance to support their physical development. They kick and throw balls and use bats to help develop their hand and eye co-ordination. This helps them to develop a positive attitude to exercise and further promotes their health.

Staff undertake regular observations and identify the next steps in children's learning. These are added to their learning journey records and updated regularly. However, planning is not fully reflective of children's individual interests and therefore, they may not be sufficiently interested or challenged. Children learn about the wider world and other cultures and beliefs through a range of activities throughout the year. Where English is a second language, staff seek support from the children's parents to obtain words in their home language to help them understand the daily routine and the range of activities available.

Children are able to self-select age-appropriate resources as they are stored at a low-level. Children enjoy creative and imaginative play and enjoy washing the dolls in water. Children explore and observe the changes to the play dough as they take turns to add and mix ingredients. Their hand and eye co-ordination is supported as they use different tools to cut, roll and shape the dough. Children also develop their dexterity as they manipulate and roll out the dough. They are supported with developing their self-care skills as they manage their own toileting needs and are able to wash their hands when finished. Staff give positive praise to children for their individual achievements and they are encouraged to be independent and make choices. Children develop their understanding on using technology and as they notice that the seeds they have planted in the garden are starting to grow, they use cameras to take photographs of them. Children use pencils to draw, colour and brushes to paint, developing their pencil control in readiness for writing. Children are learning how to care for living things as they feed and bathe the African snail, knowing that they need to wash their hands after touching the pets to protect their own health.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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