

# Puddleducks Playgroup

Mulbarton Village Hall, The Common, Mulbarton, NORWICH, NR14 8AE

## Inspection date

Previous inspection date

01/10/2012

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Children settle very quickly and confidently because the setting works closely with parents. The children's key person knows them well and plans activities according to their individual needs and interests.
- Children are eager to be involved in activities showing high levels of curiosity and motivation.
- Staff take effective action to extend and develop children's ideas, for example, by adapting activities to incorporate favourite toys, such as cars, lorries and trucks in the paint to make prints.
- Children's behaviour is good. The 'Thinking Tree' helps reinforce expectations for good behaviour and supports children in learning right from wrong.
- The vision, dedication, and commitment of the committee, staff and parents in moving the pre-school to new premises has improved the learning environment and care arrangements for children greatly.

### It is not yet outstanding because

- The monitoring and performance management systems are not yet sufficiently embedded to ensure the quality of observation, assessment and teaching are at a consistently high level.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the Jubilee Room, the Committee Room and the garden.
- The inspector spoke with the committee chair person and acting chair person, the manager, staff and children during the inspection and carried out observations.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's learning journeys, children's records, a selection of policies and required documentation. She also took account of the setting's self-evaluation document.
- The inspector spoke to a number of parents during the inspection.

## Inspector

Andrea Snowden

## Full Report

### Information about the setting

Puddleducks Community Playgroup first registered in 1992 and re-registered in the current premises in 2012. The playgroup operates from the Jubilee Room in the village hall in Mulbarton, near Norwich. Children use two rooms and there is access to an outdoor play

area.

Puddleducks Playgroup is open each weekday during school term time and offers a variety of sessions between 9am and 3.30pm. Currently there is no afternoon session on a Friday. There are currently 54 children on roll, 30 of whom receive funding for early education. The playgroup is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The playgroup supports children with special educational needs and/or disabilities and those who speak English as an additional language, although there are no children on roll at present with additional needs.

The playgroup is managed by a voluntary group of parents who employ a team of seven childcare staff. All members of staff hold suitable childcare qualifications.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- develop the performance management and monitoring systems further to ensure that the quality of teaching and the implementation of the new observation and assessment system is monitored and information used to shape practitioner's professional development.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff have an indepth knowledge of the children in their key groups and work very well with parents on a day-to-day basis, discussing children's progress. They make observations and take photographs to evidence children's learning and plan activities according to children's stages of development. Each child has a learning journey, and these have been revised to reflect the new Statutory Framework for the Early Years Foundation Stage, although the effectiveness of the implementation of this new system is yet to be monitored.

Children take part in a wide range of activities and they are strongly motivated by the staff team who are encouraging and supportive. Staff are skilled at asking questions to develop children's thinking, for example, 'how do fish swim, because they don't have any arms?' or 'can you think of some more words beginning with L?' As a result children are often engaged in interesting and stimulating conversations with staff. Children use their skills in language to talk eloquently and explain what they know, for example a child explains that 'if I am good I will get a sticker for tidying up'. Children listen well at circle times and show

interest in what their peers have brought in from home. Children's independence is fostered well by staff who encourage them to manage tasks for themselves. Children dress and undress themselves in the waterproof clothing for outdoor play and choose and use equipment independently. Children's physical development is highly promoted in the setting. They have access to outdoors in all weathers and enjoy using the balance bikes outside or the rollercoaster cars indoors. Children show good ability in stopping, moving and changing direction. Small tools such as scissors are handled with great control by older children, while younger children enjoy sensory experiences, commenting that the play dough is 'cold' and 'soft'.

Numbers are used by children throughout the day, for example at circle time to count the children, or at snack time to work out how many cups are needed. They are able to select a number of objects from a group, and can identify written numbers from the number line. Children use equipment, such as telephones, remote controls and toys with buttons, and learn how things work. Children show great interest in the computer brought in by a member of staff and are all highly competent and confident in its use. Children use ample mark-making equipment and explain what they have created on paper, in the sand or on the computer screen. They enjoy books with staff, listening carefully to the story and talking about what they see. Children join in with their favourite songs and have a repertoire of traditional nursery rhymes, which have been adapted to help them learn. For example, the wording of 'Twinkle Twinkle Little Star' has been changed to help children learn about road safety.

### **The contribution of the early years provision to the well-being of children**

Children are happy and settled at this playgroup and they learn and develop in a bright, stimulating and child-centred environment. The setting is well resourced and organised so that children learn to be independent. Children play together well and are encouraged to share and take turns. Younger children are keen to be 'super-sharers', while older children explain that the timer is used to make sure they take turns fairly. Friendships have formed in the setting and children seek out one another to play with, and all children show confidence in talking to staff and voicing their wishes. Children's behaviour is good because staff use positive strategies to help them learn right from wrong.

All meals and snacks are provided by parents and the setting has worked effectively to promote healthy eating. Children know that they eat the healthy options first and treats are saved until last. Children understand about the need for good hygiene practices and from a young age manage independently in the bathroom. Children eagerly run around outdoors, demonstrating a good appetite for exercise and fresh air, developing healthy habits for later life. Those who are tired or need a drink are able to recognise this and ask a member of staff for support.

Children demonstrate an awareness of their personal safety. They notice that a toy is broken and immediately give it to a member of staff to dispose of. They understand how to use equipment safely, for example, when whizzing down the rollercoaster slope they know when and how to stop the car before reaching the wall.

**The effectiveness of the leadership and management of the early years provision**

Children benefit from staff that are qualified and dedicated to the provision of high quality care. There are systems in place to appraise staff annually and support them in training. However, the process for performance management is not yet fully embedded to rigorously monitor the effectiveness of teaching and to establish the effectiveness of the new system for observation and assessment, in order to constantly improve upon their already good practice.

All staff have a good understanding of the safeguarding and welfare requirements and demonstrate vigilance and care when dealing with children's safety. Supervision is good and children are not left in any situation which might compromise their safety. Thorough risk assessments are carried out and appropriate policies and procedures, along with documentation, are in place to maintain children's health, safety and welfare. Staff are clear about the procedures for dealing with suspected child abuse and there are rigorous recruitment and induction procedures to ensure all staff appointed are safe and suitable for their role.

The inspirational vision of the management team in relocating the setting to a new venue has greatly improved learning opportunities for children. This demonstrates the commitment and drive of all in the setting to provide high quality childcare and education. Children, parents, staff and the management committee have a strong voice in the setting and their views and contributions are highly valued. The self-evaluation process is ongoing and funding has recently been secured to improve the outdoor area further.

The staff work well with other providers delivering the Early Years Foundation Stage and achieve continuity for the children. Working with external agencies to ensure children with specific needs are supported has been successful and the partnership with parents is strong. As a result, children are happy and confident and flourish in the setting.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

**What inspection judgements mean**

**Registered early years provision**

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
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		of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY444386
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	789350
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	42
<b>Number of children on roll</b>	54

<b>Name of provider</b>	Puddleducks Community Playgroup
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07762 132133

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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