

Haylands Puddleducks Preschool

Bettesworth Road, RYDE, PO33 3HA

Inspection date

Previous inspection date

11/03/2013

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

- The pre-school staff have strong links with parents and external agencies. These good relationships contribute well to meeting the children's needs.
- Staff use good visual resources and activities to support children with special educational needs and/or disabilities and with English as an additional language.
- The management team work closely together to ensure required systems and procedures are of a good quality standard. This in turn improves the outcomes for the families and children who attend the provision.
- A wide range of appropriate age and developmental stage resources are accessible to children. They are organised effectively to enable children choice and to develop their independence.

It is not yet outstanding because

- The pre-school has fewer resources and activities within the outside area, such as digging patches to enable children to learn how to grow and nurture vegetables and fruit.
- The pre-school has not fully obtained detailed information from parents, for all children when they join the setting, to consistently identify the starting points for all children's learning.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the two main play rooms and the garden.
- The inspector completed a joint observation with the manager of the pre-school.
- The inspector had discussions with the manager, the deputy, the reception school teacher and the head teacher of the school.
- The inspector looked at children's assessment records and planning documentation and reviewed other relevant documentation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Heidi Abernethy

Full Report

Information about the setting

Haylands Puddleducks Pre-school is managed by the governing body of Haylands Primary School. It registered in its new premises in 2012 and operates from a portacabin building in the grounds of Haylands Primary School, in the Ryde area of the Isle of Wight. The pre-school is registered on the Early Years Register. The pre-school currently has 48 children on roll, all of whom are in the early years age range. The pre-school has access to a secure enclosed outdoor play area.

The pre-school is open each weekday from 9am to 3pm during school term times. A total of five staff work with the children, all of whom hold appropriate early years qualifications. The manager holds a level five qualification in Early Childhood Studies. The pre-school care for children learning English as an additional language and for children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- strengthen the two-way flow of information relating to each child's experiences at home to fully identify the starting points for their learning
- enhance the use of the outdoors to give children further opportunities to grow and nurture fruit and vegetables enabling them to learn further about healthy foods as part of a healthy lifestyle and to provide them with opportunities to take responsibility for their own outdoor environment.

Inspection judgements

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

The pre-school team has a good understanding of the Early Years Foundation Stage. A secure 'key person' system helps to ensure staff know the children and their individual next steps for learning well. Key persons conduct regular observations of the children and use these effectively to plan suitably challenging activities. Children are progressing well across the areas of learning. Staff provide them with interesting and fun experiences to support their learning, such as modelling with clay and investigating snow. Staff demonstrate a good understanding about children who are not fully meeting expected levels for their age and developmental stage. They are working effectively to provide

children with additional support within these areas, such as using sign language, to help them progress to their full potential. Partnerships with parents and outside agencies are strong, enabling the pre-school to follow and continue strategies and action plans. This helps to ensure that children's individual needs are well met and consistency is achieved.

Staff demonstrate a secure understanding about the progress check at age two. They have plans in place to conduct these once they have developed relationships and become familiar with the younger children. Children with individual needs, including those learning English as an additional language, are supported well by the whole staff team. All children are supported with the use of Makaton and British Sign Language. This enables children to communicate with both the staff and with each other. In addition, a wide variety of visual props are used to aid children's communication and language skills. For example, through visual daily routine boards. The staff team skilfully demonstrate good teaching methods as they interact at the children's level, maintaining eye contact and forming their lips appropriately to say words and sounds. This enables children to see how words are formed and help them to understand and say these words themselves.

Children enjoy playing in the outside area. They have lots of fun as they make marks with their hands in the snow. The staff member uses good teaching methods as she asks open questions about the snow and what happens to it when it melts. The staff member gives children the 'thinking time' to answer the questions and children successfully identify that the snow turns into water. Lots of praise is given for their responses which boosts their self-esteem, providing them with the confidence to think about and answer questions in the future. This prepares them to join in when they go to school.

Children have opportunities to rest in the comfy book area and choose their favourite books. The staff member sits close with the children and holds the book appropriately so all children can see the pictures as she reads. The staff member skilfully pauses throughout the story, giving children opportunities to interact and talk about what they see. She values and listens to what the children say, repeating back words with the correct pronunciation and adding to words. This models building sentences which in turn helps children to learn and hear how to form sentences.

Staff demonstrate a good understanding of helping children to achieve results for themselves rather than intervening and completing the task for them. For example, children successfully piece parts of a jigsaw puzzle together because the staff member provides them with the space and time to look at the pieces and use trial and error. Children demonstrate big smiles of satisfaction as they realise they have successfully completed the puzzles themselves. This in turn boosts children's self esteem and confidence preparing them well for future learning and school.

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

Staff have formed secure relationships with the children who appear happy and content in the setting. Information is obtained from parents at the outset to help ensure staff have a

good understanding about children's home lives, routines, likes and dislikes. This liaison helps to ensure a smooth transition from the home to the setting. Staff conduct initial observations to identify children's starting points but they do not have fully effective systems to obtain information about these from parents. This means that parents are not fully involved in establishing children's initial learning and development needs.

The pre-school provides a welcoming environment to the families and their children. Staff value and respect children's similarities and differences through the use of posters, role-play materials and books. Children take part in theme days and parents are fully involved providing food and resources associated with their own cultures. This helps the children to learn about their own and each other's cultures through visual and sensory experiences.

Children have fun as they join in with action songs and move their bodies to the music. These activities help to ensure children are taking part in regular exercise as part of a healthy lifestyle. Children enjoy regular opportunities to play outside. However, there are missed opportunities for children to take responsibility for their own outdoor environment. For example, by growing and nurturing their own fruit and vegetables to help them learn about where food comes from and the nutritional benefits of these foods. Children behave well and demonstrate a good understanding about the daily routine. Staff use consistent and positive behaviour methods with the children. They communicate with children about the reason for safety rules, such as not banging the toilet doors open and shut because they might trap and hurt their fingers. This equips children with the understanding of how to manage their own safety and that of others in the future.

The pre-school has established secure relationships with other early years providers. The manager and reception class teachers work closely together to help ensure information is shared and a smooth transition is achieved for the children. Staff take children on a regular basis to visit the pre-school teachers and children. Children also participate in school plays and events during the school year helping them to become familiar and involved with the new setting. Information is shared between other pre-schools and childminders through the use of a 'shared contact book'. This book means that a shared understanding is achieved of the children and their needs are well met.

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

The head teacher of the school, the reception class teachers and both the manager and deputy all work effectively together. They demonstrate a good understanding of how to meet all the requirements of the Statutory Framework for the Early Years Foundation Stage. Their job roles are clearly defined and regular meetings are attended to ensure information is shared. This helps to ensure that consistency for the children is achieved between the pre-school and early years classes in the school. The manager monitors all key workers' observations of the children to check that they are consistent. She skilfully collects together information about children's development and progress to help ensure any areas where children require further support are identified and worked towards. As a

result early intervention is achieved and children's needs are well met.

The leadership team implements good recruitment and induction procedures. These procedures mean that children are cared for by suitably trained and qualified staff. Staff demonstrate a good knowledge about safeguarding procedures and where to make referrals should a concern arise. This good knowledge helps to ensure children's welfare is well protected and they are kept free from harm.

Staff have regular meetings. These meetings provide the team with an opportunity to attend in-house training and staff are able to cascade information they have to the rest of the team. In addition, the staff are all encouraged to attend external training, enhancing their professional expertise to improve the outcomes for the children.

The leadership team has completed a detailed self-evaluation form identifying future areas for improvement. For example, the manager has booked some of her staff team onto training to help them learn more about the customs and ways of life from different cultures. The manager states this will enable staff to provide further resources and activities to help families and children all feel welcomed and included. The pre-school is proactive in responding to suggestions from parents, such as altering the routine at drop-off and collection times. This helps parents feel more welcomed into the setting.

Staff have strong partnerships with parents and outside agencies. They have good discussions with parents each day. In addition, parents are able to access important information either displayed on the notice boards or written in regular newsletters. Parents spoken to at the inspection highly value the service the pre-school provide and the commitment of all staff in meeting their children's individual needs. The pre-school works effectively with multi-agencies to help ensure all children are supported in progressing to their full potential.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs 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 action. 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

Unique reference number	EY450340
Local authority	Isle of Wight
Inspection number	883578
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	42
Number of children on roll	48
Name of provider	Haylands Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01938617185

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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, which are usually the childminder's 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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