

Puddleducks Pre-School

Gateford Park Primary School, Amherst Rise, WORKSOP, Nottinghamshire, S81 7RG

Inspection date

08/03/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children sit and engage well during adult-led large group activities. This is because staff effectively question children during these activities, which maintains their interest and promotes their communication skills.
- Children play safely and behave well as staff offer regular praise and encouragement to promote their self-esteem.
- The setting works closely with the adjoining school and other providers to ease the transition process for children. This results in children developing confidence when they move to their new setting.

It is not yet good because

- Ongoing observational assessments are not always used effectively to identify areas where children are not making as much progress as expected. This results in staff not consistently using this information to plan future learning experiences for each child to aid their continuous development.
- Children do not always become actively engaged in purposeful play during indoor and outdoor free play opportunities. This is because deployment of staff is sometimes not as effective during this period as at other times, resulting in children not being sufficiently supported at all times.
- The educational programmes have yet to be more closely monitored to ensure every child achieves to their full potential within all areas of 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 and care practices inside and outside. She also completed a joint observation with the manager.
- The inspector spoke with staff and children. She also held meetings with the manager and nominated person for the committee.
- The inspector took into account the views of parents and carers spoken to during the inspection.
- The inspector looked at relevant documentation including observational assessments, policies, the setting's self-evaluation form and information used to assess the suitability of staff.

Inspector

Melanie Arnold

Full Report

Information about the setting

Puddleducks Pre-school registered in 2012. The pre-school is self-funding and is managed by a voluntary management committee of parents and carers. It operates from one room in a purpose built extension within Gateford Park Primary School, Gateford in Worksop, Nottinghamshire. Children have access to an enclosed outdoor play area. The pre-school is registered by Ofsted on the Early Years Register.

The pre-school employs six members of staff. Of these, two hold appropriate early years qualifications at level 5 and three hold qualifications at level 3. The pre-school is open each week day from 8.30am to 3.15pm, term time only. There are currently 55 children attending who are within the early years age range. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with English as an additional language and special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure observational assessments are used more effectively to identify children's next steps for learning, especially in areas where children are not making as much progress as expected and then use this information to plan future purposeful learning experiences for each child
- improve deployment of staff so that children are effectively supervised at all times, with specific regard to free play opportunities, to fully ensure each child is supported and actively engaged in purposeful play experiences both inside and outside.

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

- extend the monitoring of the educational programmes to ensure every child achieves to their full potential.

Inspection judgements

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

Children are happy and they have fun in the well-resourced indoor and outdoor environment. During adult-led large group activities like circle time, children's learning is

promoted as staff use effective questioning techniques. This not only maintains children's interest but develops their communication skills and provides opportunities for them to become critical thinkers. For example, during a 'Noisy neighbour' activity children recall a rhyme and then actively listen as they try to identify the different noises, which they can hear but cannot see. Staff ask the children questions about what they can hear and encourage them to put their hand up to give their answers. This simple experience of putting their hands up to answer questions, helps children to develop a key skill for starting school. During another large group activity children sing a song to welcome everyone to the setting. They then develop confidence during a show and tell activity as they speak out in front of their peers, discussing the item they have brought in from home. However, children are not as well supervised and supported during indoor and outdoor free-play activities. This results in short periods of time where some children are not always actively engaged in purposeful play experiences to fully promote their ongoing development.

Children enjoy playing outside, developing their physical skills on the ride-on toys and the climbing frame. They also access books and puzzles and a good range of resources covering all areas of learning. When playing inside, children develop their creativity as they paint pictures on the easel. Two children share the same piece of paper as they paint. One child enjoys painting on the paper with a brush and the other prefers to paint on their hand and to then spread this onto the paper. A mathematics based activity is arranged on a table for children to access. When a member of staff sits with the children and engages in their play, children count out the number of bears from one to 10 and then identify which ones are the bigger bears. When staff move away from the activity children quickly lose interest and move on to new experiences.

Ongoing observational assessments are used to monitor the progress children make from their starting points. However, staff are not consistently using these to identify and plan appropriate next steps for each child's future learning experiences. For example, when children are making less than expected levels of progress within some areas of learning, staff do not always identify and use this information to plan future purposeful learning experiences for each child. This results in children not always making best progress across all areas of learning. Parents are encouraged to contribute to their children's learning by sharing information on their children's interests and achievements from home.

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

Children are settled and separate from their main carers with ease, showing confidence in the care of staff. They enjoy playing in the warm and welcoming environment, where space and resources are mainly well organised. This creates an accessible indoor and outdoor environment, which meets children's needs. Children are assigned a key person who works with the child and their parents, sharing and exchanging appropriate levels of communication. This results in children being respected and valued in line with their backgrounds and beliefs. It also enables them to develop appropriate bonds with their key person and the constant staff team. For example, a child regularly returns to their key person to ask them for help when dressing-up and they also enjoy a cuddle with another member of staff later during the day. This shows that children feel happy and settled with

all staff.

Children develop their social skills as they begin to interact and play more cooperatively with their peers. They behave well as staff act as positive role-models, providing praise encouragement to promote their self-esteem. Children with English as an additional language are appropriately integrated into the setting. Staff find out about key words in the child's home language and also use bilingual books which repeats words in the child's specific language. This aids children's initial communication and also promotes children's language skills. As the setting is based on the school site, this provides some good opportunities for children to become used to the school environment. This eases the transition process for children when they move up to school. Teachers from other schools are invited into the setting and where possible staff will visit the other school with the children. This provides opportunities for children to become familiar with their new teaching staff and school environment, supporting a seamless transition when they move to different settings.

Children play safely and are encouraged to make healthy lifestyle choices. Staff use positive reinforcement to encourage children to develop good hand washing skills during the daily routine. Children benefit from eating a healthy range of snacks and parents provide their children with their own nutritious pack lunch. Staff sit with children at lunch time, promoting their social skills and encouraging them to eat their savoury and healthy foods first. Daily indoor and outdoor play experiences provide children with opportunities to be active. Their independence with their health and self-care skills are promoted as is their awareness of why it is important to be active to stay fit and healthy.

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

Space and resources are organised mainly well, which creates a warm and welcoming environment where children freely access a developmentally appropriate range of toys and resources. The setting is securely maintained and staff risk assess all areas used by children to ensure potential hazards are identified and minimised. This helps to keep children safe from harm. Staff have a good knowledge of child protection procedures and most staff hold current paediatric first aid certificates to protect children's health and safety. Their well-being is further protected through clear recruitment, vetting and induction procedures, which ensure children are cared for by a suitable, qualified staff team. Performance management of staff, which includes regular supervision meetings and appraisals, are used to identify the future training needs of staff. This leads to a motivated staff team who continue to develop their skills through ongoing training.

Recent changes to committee, management and staff have created a new staff team who are beginning to work together to ensure the requirements of the Early Years Foundation Stage are suitably met. The committee are aware of their roles and responsibilities and the new manager is working with the staff to improve practice in all areas. This results in children's care, learning and development being satisfactorily promoted. The setting is in the early stages of evaluating the whole provision through self-evaluation to identify areas for future development. The manager is beginning to encourage the staff team to

contribute to this process to ensure children benefit from continuous improvements. Although the manager is aware of the importance of monitoring the educational programmes, this has not been fully implemented to ensure every child is making progress within all areas of learning.

Staff work in partnership with parents, carers and other providers to promote continuity of care and learning for each child. Children are respected in line with their backgrounds and beliefs, which promotes the inclusion of all children. The setting seek support from external agencies if they suspect children have special educational needs and/or disabilities, ensuring their needs are met and their learning promoted. Information is continually shared and exchanged with parents, which keeps them informed of their children's daily care. Regular progress review meetings provide parents with information on their children's development, as well as providing opportunities for them to contribute to their children's ongoing learning. Parents confirm they are happy with the standard of care and learning their children receive. They state their children making progress and the staff are friendly and approachable. Overall, children are provided with adequate levels of support to aid their future learning and development.

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	EY451569
Local authority	Nottinghamshire
Inspection number	883763
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	55
Name of provider	Puddleducks Pre-School
Date of previous inspection	not applicable
Telephone number	01909 478681

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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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