

# Puddle-Ducks Pre-School

Scout & Guide Headquarters, Pack Horse Road, Melbourne, DERBY, DE73 8BZ

## Inspection date

01/02/2013

Previous inspection date

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 show they are happy and content through the warm relationships they develop with adults in the setting. Staff have a thorough awareness of children's individual needs and support children's sense of security and emotional well-being.
- Staff demonstrate a good knowledge of the revised Early Years Foundation Stage and this is used well to ensure that children make good progress in their learning and development.
- Children clearly benefit and thrive as a result of the effective deployment of staff.
- Staff have strong partnerships with parents and others, which makes a significant contribution to children's individual care, learning and development.

### It is not yet outstanding because

- Children's safety is slightly compromised when they first go outside in the free flow area because it is too small. This results in children not being fully able to make the most of the activities to extend their own learning outside.
- The reading area does not attract children's independent interest during the session in order to fully promote children's literacy development.

## 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 held discussions with the managers.
- The inspector observed free play and focused activities, outside play and snack time.
- The inspector looked at children's assessment records, learning journeys and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, the provider's documentation and improvement plan.

## Inspector

Janice Hughes

## Full Report

### Information about the setting

Puddle-Ducks Pre-School was registered in 2012. It is re-registration of an existing provision, due to a change in the members of the partnership. It operates from the scout and guide headquarters in Melbourne, Derby. The pre-school serves the local area. It is accessible to all children and there is an enclosed area available for outdoor play. The pre-school opens Monday to Friday during school term times. Sessions are from 8.45am until 11.45am and then 12.30pm until 3.30pm. Children attend for a variety of sessions.

The pre-school is registered on the Early Years Register. There are currently 55 children on roll, of whom all are in the early years age range. The pre-school provides funded early education for two-, three- and four-year-olds. They support a small number of children who have special educational needs and/or disabilities or who have English as an additional language. The pre-school employs seven members of childcare staff. All apart from one hold appropriate early years qualifications to at least level two. The nursery receives support from the local authority.

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

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

- develop the use of the outside area for free flow play to enhance children's safety. In addition, strengthen the opportunities to enable children to promote their own interests and learning outside
- develop the book area to create a place to attract and improve children's interest in books, print and illustrations.

## Inspection judgements

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

Staff know the individual children extremely well, in this friendly setting. The pre-school offers a welcoming environment where children are eager to try most activities on offer and move around from activity to activity with good staff support to enhance their learning and development. Staff are sensitive towards children's needs and have a caring attitude. They observe children closely, interact effectively with them and work in partnership with parents. Consequently, children make good progress in their learning. Staff move around the playroom, providing individual attention as they get down to the children's level and join in with their play. Consistent procedures are in place to observe, assess and plan for children's individual progress. Activities and opportunities are planned around the

children's interests, whilst taking into account their next steps in development. Staff work effectively together and combine their skills and knowledge efficiently to plan an environment where all seven areas of learning are covered. Comprehensive observations and assessments, photographs and examples of children's work are included in records of development which are shared with parents. Staff are knowledgeable about each child's stage of development and correctly identify the developmental age bands for each child. Procedures for monitoring children's starting points are effective in tracking the progress they make over time and involve parents' contributions well. Staff provide interesting and challenging experiences that meet the needs of all children.

Children's language and communication is fostered efficiently by staff extending children's vocabulary and thinking as they ask open-ended questions and listen carefully to the children's responses. Children enjoy early writing skills and have access to crayons pencils and paper. They copy their names on their artwork and enjoy writing what customers want off the 'menu' in the role-play cafe. Staff incorporate stories using props into the daily session to encourage children to concentrate, understand that words carry meaning and to show that books are pleasurable to look and read. However, the children do not always choose to look at books independently to increase their literacy development. Staff extend children's recognition of number and counting in everyday play and through songs and rhymes. Children count and complete simple addition confidently. For example, as they scoop up spoons of rice and estimate how many they need to fill the containers and know that they need another one to make five. They talk about size using language, such as smallest and largest and happily build towers comparing them to see which is the tallest. A range of resources promotes future skills as children skilfully use the computer, accurately using the mouse to drag items to successfully play matching games.

Children express their creativity as they access free painting and enjoy smearing and splatting the paint as they mix colours. They handle tools carefully and show respect for resources and equipment as they carefully put things away when they have finished, for example, the paintbrushes. Staff promote children's imagination and exploratory extremely well. One example of this, is when children are playing with the dinosaurs, twigs and shredded paper. Children are covering the dinosaur with the materials and the staff ask 'if the dinosaur is cold'. Children reply 'yes' and staff suggest to the children that they make a house for the dinosaur. Children do so using a variety of different sizes of twigs and paper and eventually name the completed house as 'The Dinosaur's Nest'; furthermore they inform the member of staff that the 'dinosaur is nice and warm now'. Activities such as these, help children's overall development and effective learning; as children, think what to do, investigate and negotiate how to do something, try different methods to succeed, and communicate with each other.

Children's physical development is good and staff provide a variety of different activities to promote, moving and handling. For example, children run in the large playground to find the corners and straight lines. They further enjoy many sessions using small physical equipment such as, bats and balls and learn to balance, climb and use sit-and-ride toys as they use the larger equipment. To enhance the children's development of the natural world children talk about the weather and know they need coats to go outside, as it is cold. Children further develop this area of learning. They use the nature garden and enjoy digging and planting vegetables and flowers and watching the wind chimes spin around in

the wind. The pre-school offers an inclusive setting where children begin to value diversity as positive images of culture, ethnicity and gender are rooted in daily practice through activities and resources. Staff build respectful and caring relationships with all the children and their families, and focus on children's learning and achievements. Their thoughtful care and attention help children make good progress, including those with special educational needs and/or disabilities and those learning English as an additional language. Consequently, children become ready for school as their key skills emerge and progress and children's learning develops.

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

Children are happy and fully involved in their play. Staff work closely with parents to find out about their child's routines, likes and dislikes. Each child has a key person and this is talked about with parents and children. The key person system ensures that children learn to be strong and independent through positive and consistent relationships. Relationships at all levels are warm and cooperative. Children learn to talk about and express their feelings, such as happiness or sadness, and staff are positive role models. Children settle well at the pre-school and their behaviour is excellent. Children are learning to respect and tolerate each other's differences and staff are encouraging them to share and take turns. They are learning to be independent, for example, at snack time they find their names, go to the bathroom and wash their hands, gather their food and pour their drinks all independently or with gentle support from the staff.

Children have free access to an outside environment. However, this area is small and does not cover all areas of learning and development. As a result, the area does not provide for all children's different interests or allow them to be motivated and deeply involved in their learning outside. Furthermore, when children first go outside there are too many children for the small area, which could cause a potential safety issue as children scramble to engage themselves in their play.

Developing a healthy attitude to life is given high priority. Children learn about the benefits of healthy eating during registration time, as staff talk about the goodness in fruit which will help them grow strong. Children's understanding of what constitutes a healthy diet is developing well and staff promote this by growing with the children fruit and vegetables for the children to enjoy in the summer. The children have regular exercise sessions at the beginning of each morning and enjoy fresh air daily. All these activities help children to understand about keeping themselves healthy.

Staff support children to develop a good understanding of keeping themselves safe. Children are reminded not to run indoors and use scissors correctly. They participate in regular emergency evacuation procedures, which mean that children have good opportunities to learn how to protect themselves in the event of an emergency. They develop an understanding of risk through a range of age appropriate activities, such as learning about road safety. Children's safety is consistently dealt with as the highest priority. Staff cover a number of activities to encourage children to think carefully and critically about how to keep themselves healthy and safe. For example, the children learn about road safety when out on trips and visits. Good care routines and practices support

children's well-being. Children are encouraged to wash their hands after being in the garden and before visiting the rolling snack bar. Fresh drinking water is available at all times, to ensure that children do not get thirsty whilst at pre-school.

The setting has a highly effective relationship with the local schools and pre-schools. They all meet regularly to discuss any issues regarding the transfer of children from one setting to another. Teachers visit the setting and work in partnership with staff, and this ensures that children are secure because the transition to the next setting is sensitively handled.

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

The managers of this popular pre-school display an impressive understanding of the Early Years Foundation Stage. They provide a good understanding of their responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. They know how to keep children safe and have an effective understanding of the impact of any failure to comply with requirements. The managers keep a detailed range of policies and procedures, which staff implement effectively to promote children's health and welfare. Their recruitment and vetting procedures are rigorous in checking the appropriateness of all adults working with children. Staff working within the setting have received training in the revised Early Years Foundation Stage and are therefore able to offer children interesting, varied and challenging activities that promote their progress and development. As a result, staff consistently display a good understanding of children's learning and development. Risk assessments are thorough which ensures that children are protected effectively within a safe, welcoming and stimulating environment. Comprehensive policies and procedures are regularly reviewed, understood by staff and are implemented responsibly and with care and forethought. Children who need additional support receive sensitive input through comprehensive, individualised plans which ensure they progress to the best of their ability.

Self-reflective practice is a feature of the pre-school. The managers have a clear and successful improvement plan in place. There are clear links between identified priorities and planned actions to overcome weaknesses. They involve themselves with staff team, parents, children and other stakeholders in this process. The pre-school therefore develops effectively and ensures improvements are targeted to deliver the maximum benefit to children. For example, one of the improvements, to implement a rolling snack bar has been successfully set up and children now enjoy snack at their own pace which does not restrict their learning. The recommendations from the previous inspection have been completed and staff work hard to improve the setting. They present as a strong, cohesive team who care deeply for the children who attend. A regular system of annual appraisal and supervisions are in place and through this process the continuous professional development of practitioners is assured. The detailed programme of professional development is helping staff to develop their knowledge and practice and continually improve the outcomes for children.

Partnerships with parents are strong, and those spoken to speak highly of the support and experience they and their child receives. One parent comments that it is refreshing 'to see

people who actually enjoy their job rather than just do it'. Parents report their children settle well because they are engaged in their children's learning and are well informed of their achievements. They feel parental involvement is well developed and enjoy viewing the 'Learning Journeys'. As a result, staff are able to promote consistency in children's care and learning. Effective partnership working arrangements with external agencies and other providers are well-established and contribute strongly to meeting children's needs. Purposeful and realistic partnerships with parents, schools and external agencies help to ensure children's learning continues to improve and develop.

## 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

<b>Unique reference number</b>	EY450020
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	810847
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Puddle-Ducks Pre-School
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07813 070 794

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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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