

Puddlebrook Daycare

Cartwheels Childrens Centre, Norton Road, HAVERHILL, Suffolk, CB9 8NF

Inspection date	19/07/2013
Previous inspection date	23/04/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		3

The quality and standards of the early years provision

This provision is satisfactory

- The outdoor learning environment provides interesting and stimulating activities that engage children and successfully promote their physical development.
- Partnerships with parents and external agencies are well established and make a sound contribution to meeting children's needs.
- Effective support is in place for children with special educational needs and disabilities. A priority is given to supporting the development of children's speech. Consequently, children make suitable progress in their learning.
- Children feel safe and secure in their relationships with staff and, as a consequence, enjoy and benefit from their time in the nursery.

It is not yet good because

- The monitoring and support for staff is undeveloped as regular appraisals are not being carried to identify staff training needs. This impacts on the nursery's ability to continuously improve.
- The children are not getting the full benefit of the nursery accommodation as one playroom is currently being used for storage, which impacts on children's potential for 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.

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 play room and the outdoor area.
- The inspector held a meeting with the manager of the provision.
- The inspector looked at planning, evidence of suitability of practitioners working in the setting, policies and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Linda Bird

Full Report

Information about the setting

Puddlebrook Daycare opened in 2004 and re-registered under the ownership of the Pre-school Learning Alliance in 2011 on the Early Years Register and on both the voluntary and the compulsory parts of the Childcare Register. It operates from within Cartwheels Children's Centre, Haverhill, Suffolk. The nursery serves the local area and is accessible to all children. Children have access to one large, open-plan playroom and an enclosed outside play area.

The nursery employs six members of childcare staff. The manager has a degree in early years education and all of the staff hold appropriate early years qualifications at levels 2 and 3. The nursery opens Monday to Friday during term time only. Sessions are from 8am until 4pm. Children attend for a variety of sessions.

There are currently 32 children on roll who are within the Early Years age group. The nursery provides funded early education for two- and three-year-olds. It supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

What the setting needs to do to improve further

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

- ensure that systems are in place for the regular appraisal of all staff, which clearly identify staff training needs.

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

- review the use of the nursery accommodation to ensure that every opportunity to promote children's learning is maximised.

Inspection judgements

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

Children are keen to learn; they join in activities with enthusiasm and enjoy their time in the setting. Staff provide interesting and challenging experiences that meet the needs of children. The educational programmes address the prime and specific areas of learning. The staff have a suitable knowledge and understanding of how to promote the learning and development of young children. The setting encourages the children to be

independent and to enjoy a wide range of activities.

The staff effectively promote children's skills in language development and literacy. Books are readily available to all the children. An adult reads a book about construction workers to a group of children. She uses the opportunity to stimulate discussion by asking the children why the construction workers would need to wear eye protection and high-visibility jackets. The children answer with carefully considered responses. She then introduces new vocabulary and talks about concrete and cement. The staff are careful to listen to what the children say and to repeat words and phrases to support them in extending their vocabulary. They are skilled in listening and talking to children to promote their speech and widen their vocabulary; consequently, the children make appropriate progress in their speech and language development.

The varied and stimulating outdoor provision is a sound feature of the setting. Outdoor provision is carefully planned to offer a wide range of different activities including running, playing on the slide and pushing trolleys along, as well as painting, building with large wooden blocks and enjoying sand and water play. The children particularly enjoy role play in the cottage, complete with its outdoor garden furniture. They are encouraged to be independent in their learning as they move freely between indoor and outdoor activities. The children make good use of the outdoor provision and chose to spend a lot of time playing outside. Consequently, their physical development is well supported. The outdoor space is imaginatively organised, and this stimulating environment supports children's learning.

The children are helped to develop an understanding of the natural world by caring for animals. They are keen to help feed the guinea pigs, and the staff carefully show them how to put fresh hay in the cage. The staff talk to children about caring for and feeding the animals. The children are asked to predict if the guinea pigs would enjoy eating cucumber. The children engage very happily in feeding and caring for the animals, and at the same time they are widening their vocabulary and developing their language skills.

Staff observe the children and undertake assessments to monitor children's progress, and use these to plan further activities. Staff observe and listen to children, questioning them during activities in order to extend their learning and enhance their understanding. The newsletter produced for parents contains advice on becoming involved in their children's learning; this is appreciated and made use of by parents. The children are making suitable progress in their learning and most children are working within the typical range of development expected for their age. The nursery supports preparing children for school by placing a priority on developing speech and early reading skills.

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

Successful implementation of the key person system ensures children feel safe and secure in the setting. When children first start at the nursery, parents have regular contact with the staff and this is continued to help build positive relationships between home and the nursery. This then contributes to children's sense of security and well-being. Relationships are strong at all levels and children are learning to respect and tolerate each other's

differences. For example, children with special educational needs and/or disabilities are very much included and involved in all activities. The nursery has a warm and friendly atmosphere.

The children are encouraged to be independent. The nursery provides a rolling snack time so children can choose when they want to eat. The children help to prepare fruit by cutting it into pieces. They are carefully supervised and learn how to use a knife safely. As a result, children learn how to keep themselves safe. Children independently pour their drinks of water or milk from a jug on the table. They know to clear away their plates and cups after they have finished their snack. This promotes the children's independence and confidence. Children are provided with a healthy diet that includes fruit and vegetables. They are encouraged to learn the importance of basic personal hygiene and ensure their hands are clean before eating and after using the toilet. The children are helped to develop self-help skills and a healthy lifestyle.

The setting is not making best use of the accommodation; there are two playrooms, one of which is currently serving as a storage area. This restricts the children's use of the internal space, which inhibits their potential for learning. Children have use of a rich and stimulating outdoor play area; this gives them the opportunity to enjoy fresh air and supports their physical development. The staff know the children well and spend time talking to and playing with them; consequently, they enjoy positive and caring relationships with staff. This positive adult interaction helps to develop children's confidence and positive behaviour, which ensures children's self-esteem is appropriately promoted. Children are suitably prepared for the next stage in their learning because staff provide suitable support to prepare them for their move to school. Teachers are invited to meet the children in the nursery, and the children are taken to visit their new schools.

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

The manager has very recently been confirmed in her new role; she is well qualified and is fully committed to further improving the nursery. She has identified a number of leadership and management issues that need to be addressed. For example, appraisals have not been regularly carried out for all staff; as a consequence, staff training needs have not been identified and addressed, which impacts on the nursery's ability to continuously improve. Effective systems are in place for recruitment and induction and plans are in place to continue the current systems for monitoring the quality of teaching and learning and the educational programmes.

Effective partnerships with parents make a strong contribution to meeting the needs of children. The nursery staff enjoy good relationships with parents. The active involvement of parents is encouraged through questionnaires so they can convey their views and preferences. Parents spoken to at the time of the inspection hold the provision in high regard; they feel that their children have made good progress while attending the nursery and find the staff friendly. The nursery has developed strong relationships with other professionals including the children's centre, the local authority's area special educational needs adviser, and the area project manager for the Pre-school Learning Alliance. The

nursery has also established links with the schools that the children move on to, which supports their move from one setting to another. The close partnership working with other professionals ensures that children's needs are identified and that they are supported to make satisfactory progress.

Staff have a good understanding about safeguarding children and understand their role in protecting them. The children are carefully supervised, both indoors and outside, and the provision has appropriate policies and procedures in place to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Systems are in place to assess risk and to ensure that the premises are safe and secure. Staff create an environment that is safe and welcoming, where children are settled and happy. All staff have been suitably vetted to work with young children.

The manager has carried out a self-evaluation of the nursery's provision to identify strengths and areas for improvement. Parents' views are gathered through questionnaires and a suggestion box, which feed into the self-evaluation process. As a result of this process, a clearly documented action plan is in place to drive improvements. The manager and her senior staff have already made some changes. For example, they have acted upon feedback from parents and are now providing more information to parents on how they can support and help their children at home.

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
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	EY436406
Local authority	Suffolk
Inspection number	870536
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	41
Number of children on roll	32
Name of provider	Pre-School Learning Alliance
Date of previous inspection	23/04/2012
Telephone number	01449677878

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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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