

Puddleducks Pre-school

Britten Grove Centre, 76 Holst Crescent, Old Farm Park, Milton Keynes, Buckinghamshire, MK7 8QU

Inspection date	25/09/2013
Previous inspection date	11/01/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staff provide a wide range of stimulating activities and good quality, effective teaching. This means that children's needs and interests are met and they are making good progress.
- The experienced staff's caring and sensitive manner helps children form secure emotional attachments and develop their confidence. This builds a strong and secure base for children's increasing independence.
- There are strong partnerships with parents and other people involved in the care of the children, which effectively ensures each child's individual needs are known and met.

It is not yet outstanding because

- There are fewer opportunities for children to relax in a comfortable area and enjoy books in order to strengthen their interest in reading.

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 children's activities in all areas of the pre-school and the outdoor area.
- The inspector looked at various documents, including policies and procedures, children's records, evidence of the suitability of staff and recruitment procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Maxine Coulson

Full Report

Information about the setting

Puddleducks Pre-School registered in 1997 and operates from Britten Grove Community Centre in Old Farm Park, Milton Keynes. The pre-school run from the main community hall, with access to a fully enclosed garden for children's outside play. The pre-school is run by a voluntary management committee of parents and receives funding for early education. The pre-school is open Mondays to Fridays during term time only. Morning sessions run from 9am to 12 noon and afternoon sessions run from 12.30pm to 3.30pm. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 54 children on roll. Children attend for various days and sessions. The setting serves the local and neighbouring communities. The pre-school supports children with special educational needs and/or disabilities and those learning English as an additional language. There are seven staff members, of whom, six hold relevant childcare qualifications. The pre-school employs an office administrator.

What the setting needs to do to improve further

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

- create a more comfortable book area where children and adults can enjoy books together.

Inspection judgements

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

All staff have a good understanding of the Statutory Framework for the Early Years Foundation Stage and use their knowledge to support children's individual learning needs. Staff effectively organise and plan activities to ensure that every child receives an enjoyable and challenging learning experience that meets their individual needs. Children are assessed when they start so that staff can plan activities and play opportunities based on their individual stages of development and particular interests. They observe children and keep a record of development in a learning journal which is supported by photographic evidence. This ensures that children are supported to have the key skills needed for their next steps in learning, including at school, when the time comes.

Children move around the room freely, choosing what to play with and following their interests. They are ready for a challenge of making plants and flowers from junk material as they look at gardening books and learn what the petals and stems are. They paint, draw, colour and use pens, paint brushes and scissors with confidence. This means they are developing good early writing skills. Staff provide an extremely good choice of books

for them to choose from. However, the lack of a comfortable area to sit and relax means they do not always have the chance to look at books for their own enjoyment. Staff provide opportunities for children to take part in group games, art and craft activities and a variety of table top games and toys. Children eagerly take part in the activities provided. They sit with members of staff to enjoy creative activities or simply play on the floor with trucks and cars. Staff provide children with daily free flow play to a large enclosed outside garden. Children play outside with great enthusiasm and choose from a further range of toys and equipment. They have great fun as they learn to catch balls, ride on bikes and dig in the specially created 'dirt' area. They are developing concepts of full and empty as they pour water from jugs into cups and generally enjoy their time playing in the fresh air. This means children are developing an understanding of staying healthy. Partnerships with parents are very good and parents report on how settled and happy their children are, forming close bonds with the staff. Parents are encouraged to take part in a reading at home scheme and take books from the pre-school to read with their children.

Staff provide children learning English as an additional language with very good support. Close working partnerships with parents enable them to be closely included as they provide the nursery with words and phrases in the child's own language. Mathematical language is encouraged in children's play. For example, children confidently count up to 12 and above as they sit in their group counting how many are in attendance. They are developing an understanding of different cultures and beliefs as parent and carers are encouraged to come into the pre-school to help them learn. Children try, first hand, traditional African food or listen to Spanish music. Staff give verbal feedback to parents as they collect their children. Parents have access to their children's development record at any time; along with information about children's next steps of learning. Staff display these on the notice board, which means parents are fully informed about their child's progress and can continue their learning at home.

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

Staff promote a calm and caring atmosphere where children develop positive relationships with them and their peers. The staff's warm approach helps children to settle quickly and to feel safe and secure. Parents provide information prior to their child starting, which gives staff a clear picture about the child's family and interests, which aids a smooth transition into the setting. Staff discuss settling-in visits for new children with their parents and tailor activities and routines to meet each child's individual needs. An effective key person system also aids a smooth transition from home to the pre-school. Staff praise children for their achievements, which gives them confidence and good self-esteem. Staff have very effective strategies for managing children's behaviour, which means children's behaviour and manners are good. They have firm ground rules that they share with children daily through picture cards. These promote children's understanding of listening, being kind to one another and helping. Children respond to simple instructions from staff, such as at tidy up time, as they all busily help to put away the resources. Children learn to respect each other through sharing and turn taking.

Staff practice the emergency evacuation procedures with children, which helps to ensure

that children know what to do in an emergency situation. This also means that they are developing a good awareness of how to keep themselves safe. Children are cared for in a safe, spacious and well-maintained community hall. Resources are attractively presented around the room at child height, which develops children's independence as they make their own choices. Children have free access to the well-organised garden where they negotiate space successfully as they play chasing games with other children or catch with large balls.

Children handle tools such as, scissors safely and with increasing control. For example, they cut cardboard boxes from the junk modeling table. Staff encourage children to adopt healthy lifestyles. They talk with them about the importance of washing their hands after they have been to the toilet or when they come in from the garden ready to eat a healthy snack. The close proximity of the bathrooms help children learn how to attend to their own toileting needs. Effective procedures ensure that children are well prepared for the next stage in their learning through a smooth transition from the pre-school to school. Learning and development plans are shared with other settings that children also attend as part of the Early Years Foundation Stage. This ensures that there is continuity in their learning and development.

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

The effectiveness of the leadership and management of the setting is good. Arrangements for safeguarding children are strong and fully understood. An effective safeguarding policy is implemented well and staff's knowledge of safeguarding children is robust. Thorough risk assessments are conducted and children play and learn in a safe, secure and supportive environment. Staff are vigilant and attentive to children arriving and departing and know who should be collecting the children. Both the inner and outer doors are secure during the sessions. The children benefit from good levels of supervision and individual attention. Robust recruitment practices ensure the safe employment of suitable and qualified adults in the pre-school. There are very clear procedures in place to monitor the ongoing suitability of staff. The manager carries out annual appraisals with staff, where they discuss training and development needs and their performance is assessed in line with their job description. Further support is given as the manager meets with the staff on a one-to-one basis every month.

Effective systems are in place covering all aspects of children's care, including the recording of accidents and any medication administered. The manager carries out planning checks to ensure that observation and planning are being promoted effectively. Robust self-evaluation procedures are in place and the views are sought from staff and parents. This means they are able to identify ways to continually develop the pre-school. For example, the manager is currently looking at ways they can continue to develop how they carry out observations and how they can use this information to help improve outcomes for children. She has action plans in place to achieve this and this demonstrates her commitment to making ongoing improvements to the pre-school.

Improvements made since the last inspection demonstrate the manager and staffs' drive for excellence. For example, the changes made to serving food to children have helped to develop their independence. Self-evaluation of the service offered is very evident in everyday practice. Local authority development officers visit regularly to provide advice and support, which helps to identify areas for improvement. There is an open-door policy and parents have informal chats with staff on a daily basis and are encouraged to pass on opinions through a suggestion box. Staff work closely with parents and other agencies that may be involved with children that have special educational needs and/or disabilities. They seek advice from other professionals and follow this to support children. Individual educational plans ensure that activities are based on each individual child's needs. Parents speak highly of the pre-school and the staff, stating that they are very happy with the care that their children receive.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	141893
Local authority	Milton Keynes
Inspection number	936863
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	54
Name of provider	Puddleducks Pre-school Committee
Date of previous inspection	11/01/2010
Telephone number	01908643636

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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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