

Puddleducks Childcare

Yarm County Primary School, Spitalfields, YARM, Cleveland, TS15 9HF

Inspection date

Previous inspection date

21/10/2013

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

- Children progress well because staff effectively support and interact well with them. They ably facilitate and extend children's understanding and skills, helping them to move forward with their learning.
- Children take part in a wide range of activities where they can choose their own games and make decisions about playing indoors or outside.
- Children are happy, settled and share positive relationships with others. They enjoy warm and friendly interactions with staff, which helps them to feel safe and secure. They are well behaved, respond well to staff and play cooperatively together.
- Children are safeguarded well. This is due to all staff having a very good knowledge of how to keep children safe. Detailed procedures are in place to follow should staff have cause for concern.

It is not yet outstanding because

- There is scope to further improve the communication with the schools that children attend by encouraging the sharing of information relating to children's learning and development.
- Opportunities for children to self-regulate their time when using popular resources, such as the computer, have not been fully considered.

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 throughout the club in both indoor and outdoor spaces.
- The inspector spoke with the registered person, the manager, staff and children throughout the inspection.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion and from the club's written self-evaluation.
- The inspector conducted a joint observation with the manager.

Inspector

Janet Fairhurst

Full Report

Information about the setting

Puddleducks Childcare was re-registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is located in a demountable classroom within the grounds of Yarm Primary School. There is a playroom and an outdoor play area.

There are currently 60 children on roll, nine of whom are in the early years age group. The club operates Monday to Friday from 7.30am to 9am and from 3pm to 6pm during term time, and from 7.30am to 6pm in school holidays. There are four members of staff working with the children. Of these, one holds a level 3 qualification, one is working towards level 3, and the manager and deputy hold higher qualifications.

What the setting needs to do to improve further

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

- strengthen the communication with other schools that children attend and encourage the sharing of information, in order to enhance and complement children's learning and development in the club
- provide resources that help children to self-regulate their time when using the computer, for example, by providing them with egg or sand timers.

Inspection judgements

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

Staff demonstrate a good understanding of how to promote children's learning and development. They are mindful that children have been at school all day and provide activities and opportunities that they know children find enjoyable and encourage them to learn through play. The emphasis is on having fun where children have the freedom to choose their own play and follow their interests at a pace that they dictate. This gives children a positive sense of belonging and means that they have an element of control over their play and learning. As a result, they enjoy attending the club. Staff work very effectively to encourage the children to plan, devise and develop their own play, which staff then prepare and deliver. Staff observe the children as they play and record their findings. The information gained from observations is effectively used to help plan the next steps in children's learning. Parents have good opportunities to be involved in their children's learning and development. They are able to speak to their child's key person at

drop-off or collection times and are invited to read their child's learning journal and add their own comments.

Good teaching, well-organised indoor and outdoor learning environments and a varied range of activities help children to learn. This supports them very well as they move forward in their learning at school. Children are animated and motivated during their play. They often initiate activities using their own ideas, and their interest in early writing and problem solving is fully encouraged. For example, a group of children work together to set up their own 'office' selling makeup. One child records the opening times while others consider what they could use to create their perfume smell. A member of staff shows interest in what the children are doing and skilfully interacts in their conversations, expanding their thinking and ability to work things out for themselves. For example, she thinks aloud 'what can we use to make the perfume smell nice?', which generate lots of ideas from the children. This approach means children are able to express their thoughts and imagination in a supportive environment. Children are consistently supported in using counting and numbers well in everyday play situations. For example, a group of older and younger children engage in imaginative role play rein acting their school day. During their play, younger children confidently call out the numbers that have been written on the board and demonstrate excellent mathematical understanding as staff challenge them to identify which numbers are odd and which are even.

Children chatter excitedly to their friends, and staff are very positive role models and listen intently to what the children have to tell them. This builds their self-esteem and confidence, and encourages them to feel valued and included. Children enjoy looking at books and have access to a good selection, which are displayed in a comfy corner to entice the children to use them. Staff help children to gain a good understanding of wider world cultures, celebrating the traditions, festivals and lifestyles of other people and communities. Children have good opportunities to develop their knowledge of technology, and competently use handheld games consoles. However, staff have not fully considered ways which enable children to self-regulate their time when using the consoles to ensure fairness for all. Children enjoy being creative and using their imagination. Staff provide opportunities for introducing new knowledge or ideas and for developing and practising skills, such as mixing paint to create different colours and textures.

Children benefit from the calm involvement and the staff's understanding of the different ways children learn through play. Staff recognise that some children are very active and want to run and engage in active play, while others prefer less energetic play indoors. To accommodate this, children are able to choose whether they want to play indoors or outdoors. The club has good access to one of the school playgrounds and this has a good range of activities to promote physical exercise. Children run, climb large apparatus, play football and team games, all of which enable them to expend energy and build their physical skills. Staff readily follow children's lead and join in enthusiastically with play as children challenge them to a game of tag. During craft activities children use a range of equipment, such as scissors, to help develop their manipulative skills, which further enhances their physical development.

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

Children are happy when they arrive and eager to meet up with their friends and talk about their day with the staff. There are good procedures in place to help children to settle within the club. New children and their parents are given opportunities to visit the club and stay for short periods to help build familiarity and confidence. Staff use this time to get to know the children and their parents, which ensures they all feel safe and secure, and promotes children's emotional well-being. Parents complete an initial profile document before children start. This informs staff of children's likes, dislikes and additional general information to help meet children's individual needs. The learning environment is very well organised, enabling children to move between the indoor and outdoor area freely. Children choose independently from activities which are well set out or are easily accessible to children. This effectively promotes their independence and self-help skills.

Children play well together and clearly have a good relationship with staff and each other. Children's opinions and ideas are valued and respected as they actively contribute to some aspects of the setting's routine, such as writing the club rules, devising the menus and suggestions for new resources. This means that mutual respect has developed, which empowers children. This good communication helps children, particularly those who are new at the setting, feel a sense of belonging, which builds confidence and self-esteem. Consequently, children develop increasing social skills and attitudes that help support them in the school setting. Children are well behaved and have a clear understanding of what is expected of them. This is achieved in part because staff regularly remind them about how to behave. They also make sure children are aware of the consequences of their actions. For example, they encourage children to think about how others might be feeling when they have been pushed. This also helps children to learn the difference between right and wrong and how to keep themselves and others safe.

Children enjoy a good range of nutritious foods for their snack, which include a variety of fruit and vegetables and take account of specific dietary needs and preferences. Snack time is a real social occasion and children sit happily together at the table, display good manners and look after each other's needs well. They clearly understand the importance of basic hygiene, such as washing their hands before eating and after using the toilet. Children demonstrate good levels of understanding about how to keep themselves safe, listening carefully to adult instructions and following well-established safety rules. Children have good access to outdoor play to help them to keep fit and enjoy the fresh air.

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

Children are safeguarded well. This is because all staff have a good understanding of how to protect children. Good written procedures are in place for staff to follow should they have concerns for a child in their care. Robust recruitment systems are in place to ensure that all staff are suitable to care for children. Induction procedures ensure they develop a secure knowledge of their roles and responsibility within the club, becoming fully aware of health and safety requirements and all policies and procedures. This includes the use of mobile phones, social networking and whistle-blowing policies. Detailed written risk assessments identify potential risks to children and the steps taken to minimise them.

Staff are well deployed, which ensures that children are kept safe and supervised at all times. Accidents and medication administration are recorded appropriately and information is shared with parents to provide a consistent approach to children's well-being. Professional development of all staff is supported well through the systems for appraisals and supervisions, which enable staff to identify their own strengths and areas they wish to develop further.

The management and all staff work closely with one another and have familiarised themselves well with the learning and development requirements of the revised framework. This means that they can accurately assess the educational programmes for children to ensure their progression over time and that there are no gaps in children's learning and development. The partnerships with parents and carers are strong. Staff use clear and open lines of communication to ensure children's individual needs are being met, and they are kept up to date with their progress. Parents are very happy with the service provided by the setting and find the staff approachable and friendly. They make comments, such as 'It's fabulous' and 'The transition to school was really seamless, and I can only attribute this to the staff'. Parents have access to information about how the club operates through the policies, notice boards and an informative website. Their views are important to the staff, who regularly use questionnaires to find out how parents view the club, and to ascertain if they are happy with how it is organised. Staff have begun to introduce a method of communication with schools that children attend. However, there is scope to develop this further to ensure that information is shared, in order to enhance and complement children's learning and development in the club.

The whole staff team show a high commitment to continuously improving the provision for children and their families. All staff have an input into the self-evaluation system, identifying changes to be made to improve children's experiences in the club. Staff regularly take on children's views and opinions and actively encourage them and parents to make comments and suggestions towards improvements. For example, during the children's consultation they asked for dolls that could be used in the dolls house, which staff addressed immediately. This demonstrates that staff are effective listeners and value what children and parents feel about the service that is offered.

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	EY461534
Local authority	Stockton on Tees
Inspection number	918177
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	60
Name of provider	Puddleducks 106 Ltd
Date of previous inspection	not applicable
Telephone number	01642 791 895

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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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