

Haddenham Puddleducks Pre-School

Scout and Guide Centre, Banks Park, Haddenham, Aylesbury, Buckinghamshire, HP17 8EE

Inspection date	17/11/2014
Previous inspection date	12/11/2009

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

- Partnership with parents is very good. They have opportunities to update their children's assessments and are offered information that supports them in extending their children's learning at home. Therefore, children's assessments are well informed and their development is good.
- Staff get to know the children and interact well with them, extending their vocabulary and meaningfully including them in discussions. Therefore, children develop good language, social and communication skills, which support their future learning.
- Children are secure, happy and keen to learn. Their behaviour is very good and they demonstrate high levels of independence and make their own choices. This means they are well prepared for school and have a positive approach to learning.

It is not yet outstanding because

- Staff, on occasion, miss opportunities to further extend children's knowledge of letters and sounds to enhance their literacy skills.
- Although children enjoy healthy food, staff do not always extend their awareness of healthy lifestyles further by discussing with them what they are eating, how to make healthy choices and the benefits of exercise.

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 all the main nursery rooms, and the outside learning environment.
- The inspector held meetings with the manager of the nursery, the provider and the nursery staff, and carried out a joint observation with the manager.
- The inspector talked with children present.
- The inspector looked at children's assessment records, planning documents, evidence of suitability of staff working within the nursery and other documentation.
- The inspector took account of the views of parent/carers spoken to on the day.

Inspector

Helen Harper

Full report

Information about the setting

Haddenham Puddleducks Pre-School is run by a committee of parents and operates from the Scout and Guide Centre in the village of Haddenham, Buckinghamshire. The premises comprise of one large room, a kitchen and toilets. There is a small enclosed outside garden area which children can use daily. The nursery receives funding for the provision of free early education for children aged three and four years. The setting is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There are currently 42 children on roll, all of whom are in the early years age range. The setting supports children with special educational needs and/or disabilities. The setting employs six members of staff, all hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- further develop children's understanding of letters and sounds
- enhance children's knowledge of healthy eating and healthy lifestyle.

Inspection judgements

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

Children make good progress and are well prepared for their future learning in school because the quality of teaching is good. Children are happy and secure, helped by the effective key-person system that links staff to children. This supports children to feel confident in the setting and, as a consequent they are making good progress in their learning and development. A strong partnership with parents and carers means that children's interests are known from the beginning. Parents initially give information to staff in the 'All about Me' document. Staff then continue to inform parents about their teaching and children's learning with the use of the 'yellow books' and the notice board in the entrance hall.

There are a wide variety of toys available for children to choose from and children have a balanced mix of adult led and child-initiated play to support their learning. Children concentrate well and follow instructions when using the handheld computers to play matching and sorting games. They enjoy learning about road safety with meaningful role play in the outdoor area, using signs and traffic lights.

Children are making good progress in all areas of their learning and development. Staff use information gathered from parents and their own observations to establish their

starting points, and then build on this through their observation and planning for their next steps for learning. This is then assessed to ensure that children are making good progress. The assessments also help staff identify those children who need extra help, and then this is quickly sought. Therefore, all children are making good progress given their starting points.

Children's own interests are followed. Before every session children can use the 'choice board' to select a picture of the toys they would like to play with. At the end of the session the children recall what they have enjoyed doing, and this is written down and shared with parents and carers. This makes children feel valued and listened too, and encourages them to be actively involved in their learning.

Staff use good questioning techniques to challenge children and extend their knowledge. However, on occasion, staff do not encourage children to link letters to their sounds to increase their literacy skills.

The partnership with parents and carers is very good. Staff keep parents informed about their children's progress in numerous ways. For example, they are sent text messages, attend consultation meetings, receive newsletters, and have conversations through daily contact and communication books.

Staff generally make good use of questions to extend children's learning and give them time to think. Their expectations are high and the environment is exciting and offers curiosity and challenge. There are opportunities for children to write, paint and discover textures, both indoors and outdoors.

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

The well established key-person system ensures children are emotionally ready for their next steps for learning. Staff know children very well, and ensure that cultural beliefs are respected and valued. Children are happy, and feel safe and secure. They are confident and happily speak about their weekends with their families and friends. Staff listen and extend their learning by asking them questions that encourage them to recall these past events.

All staff members are good role models. They praise children for their efforts and reinforce good manners. This means that children's behaviour is excellent. Children are developing good personal independence and self-care skills. For example, they manage their own personal needs, and wash their hands before snack and after toileting.

The environment is well maintained and inviting. Staff assess the environment each day for potential risks to ensure children can play safely. All staff are first-aid trained and deployed well, both indoors and outdoors, where children are playing. This ensures that children are kept as safe as possible, and any accidents or incidents can be quickly treated.

Children display very high levels of independence because they are encouraged and motivated from a young age to be helpful, and to do things for themselves. They are encouraged to put on their own coats, prepare their own snack and pour drinks. This demonstrates that staff are preparing them with the skills they will need for their future learning. Children enjoy healthy snacks and their lunch boxes, which are prepared by their parents. However, staff do not consistently extend children's understanding of healthy lifestyles. For example, they do always discuss with children the foods they eat at snack times, or talk about how making healthy choices and exercise will help promote a healthy lifestyle.

The environment, both indoors and outdoors, is stimulating and well resourced. Children can choose from a variety of toys and resources that allow them to be creative and imaginative. For example, they can use shredded paper and play with toy wild animals.

Safeguarding children is paramount within the setting and all staff have a good understanding of what to do if they have any concerns. Visitors sign in and the policy on not using mobile phones within the setting is explained to them. Staff regularly practise the fire drill with children to show them how to evacuate the building in an emergency, and staff record how well this is goes. This ensures children are kept safe at all times.

Children celebrate many festivals, and this ensures they have an awareness of other people's beliefs and different cultures. They also walk to the local shops to buy fruit and vegetables for snack. This allows children to practise the road safety skills that they learn at the setting. Staff support children's move on to school well. They take the children to visit the school and put on extra sessions about school readiness every summer term.

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

The leadership and management team have implemented comprehensive policies and procedures. Staff demonstrate a good understanding of the requirements of the Early Years Foundation Stage. The manager monitors staff performance through observation and supervision, and targets for development are then set and addressed through training. Staff have annual appraisals and their practices is observed.

The safeguarding and welfare, and learning and development requirements are understood and fully met by staff. Robust procedures are in place to ensure that all staff and adults are suitable to work with children. All staff complete a thorough induction process, and this includes safeguarding training, food and hygiene, and health and safety. Lists are up in the kitchen to inform staff on children's allergies or special dietary requirements, so these are adhered to at all times.

The leadership and management team, and staff, prioritise improvements. They clearly demonstrate they reflect and evaluate their practice and the staff team work together to identify and discuss areas to focus on. The strengths and weaknesses of practice are identified through observations the manager makes on them. This shows that the

management team and staff are working together to drive continual improvements.

There is quality and consistency of teaching between staff and they all hold a relevant childcare qualified. This established team of professionals meet and discuss children's progress. They use observations and assessments to gather children's starting points and show their ongoing progress. They inform parents and other agencies when additional support is needed to ensure that no child is ever left behind in their learning and development. Staff understand that all children develop at different rates and learn in different ways and use this knowledge when planning activities.

Equality of opportunity is offered to all children. They all have easy access to a variety of toys and resources, both indoors and outdoors. Children are thought about before they start at the setting and plans put into place to ensure their needs are fully met, for example, adding a ramp for easier access to the outdoor area. This shows that all children are valued and individual needs are met.

The manager and staff team are passionate about making a difference to children and their families within their community. This is fully supported by the committee who help to raise funds for resources. Professional development and training for staff ensures they keep up to date with their knowledge, and this has a positive impact on the teaching and learning the children receive.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	140830
Local authority	Buckinghamshire
Inspection number	836596
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	42
Name of provider	Haddenham Puddleducks Pre-School Committee
Date of previous inspection	12/11/2009
Telephone number	07857966788

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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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