

Puddleducks Nursery And Pre-School

Pewsey Childrens Centre, Wilcot Road, PEWSEY, Wiltshire, SN9 5EW

Inspection date	16/04/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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 are happy and engage well the wide range of activities.
- Staff deployment is good and provides children with a calm, stimulating environment.
- There are effective systems to reflect on the quality of practice which successfully drive ongoing improvements.
- Good links with parents contribute well to supporting children's welfare and learning.
- Children are kept free from harm because staff have a good understanding of how to promote their safety and well-being.

It is not yet outstanding because

- Group activities do not always provide a good level of focus and challenge for the older children.
- There is scope to enhance and strengthen children's understanding and acceptance of differences between people through more consistent use of learning experiences that promote a positive view about themselves and others.

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 rooms and the outside area.
- The inspector had discussions with parents, staff and children.
- The inspector undertook discussions and a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and the self-evaluation.

Inspector

Karen Prager

Full Report

Information about the setting

Puddleducks Nursery and Pre-school re-registered in 2012. It is run by a company and managed by a committee of parents and volunteers. The nursery and pre-school operates from purpose built premises situated within Pewsey Children's Centre. The main areas to be used include the pre-school playroom with attached kitchen area and toilet facilities and the nursery playroom with integrated kitchen area and nappy changing area. An adjacent outdoor play area has a covered area and impact absorbent and grass surfaces for the different groups of children.

The nursery and pre-school are registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. They employ 12 staff to work directly with the children and the manager. The manager holds a level 4 qualification in childcare and all other staff hold appropriate qualifications to level 3 and above.

There are currently 70 early years children on roll from birth to five years in the nursery and pre-school. There are 15 children currently attend before or after school or during school holiday periods. Three of these children are in the early years age range. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The nursery and pre-school currently support children with special educational needs and/or disabilities and children who learn to speak English as an additional language. The nursery and pre-school is open each weekday from 8am until 6pm all year round. Children attend on a full-time or sessional basis.

What the setting needs to do to improve further

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

- develop the group times for older children so that all children are engaged and interested

- extend opportunities for children to learn about the lives of others for example, through valuing the use of children's home language in their play, and through talking about how other people live.

Inspection judgements

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

Children are settled happy and ready to learn because staff provide a calm, welcoming and stimulating environment. Staff understand that children learn through their play and the daily routine has a good balance of child-led and adult-directed activities. Children show that they are keen to be involved and are motivated to learn. As a result all children make good progress towards the early learning goals, including those with special educational needs and/or disabilities. This prepares them well when they move on to school.

Good communication channels mean that parents are well informed about the care and education their children receive. Staff talk to parents about what their child can do when they first start to attend. Staff also make themselves available to parents to talk when children arrive and leave each day. Several parents' sessions are scheduled each year which enables a more in-depth conversation about children's current stage of development and the next steps. Staff are aware of the need to assess children's progress when they are two years old and to share this with parents. Staff assess the progress of children of all ages who attend and a summary assessment sheet is given to parents for all children. A weekly newsletter informs parents about events and learning throughout Puddleducks. Staff encourage parents to support children's learning at home for example, by listening and talking with their child. This means that parents are able to continue to support children's development at home. However, the group times for older children, for example when they share what they have brought from home, do not always provide a good level of focus and challenge for the children. This means some children are not involved and do not always get the opportunity to share their thoughts and ideas.

The colourful displays of children's work show that children's efforts are valued and appreciated. Children learn that print and pictures have meaning because words and pictures are used as labels. Children recognise for example, their photo and name on their Learning Journal. Children in the pre-school room are supported in learning to write their name, and they read their name when they sit ready for snack. Children learn about keeping themselves safe when they are in the play loft. The children remind others that only three children can play here, and come to know that the notice also says this. This demonstrates their understanding that print carries meaning. Staff enable children to learn about festivals from around the world through activities and food tasting. However, the opportunities for children to consider positive aspects of the lives of others on an ongoing basis are limited. Consequently, their understanding and acceptance of differences between people is not fully enhanced. For example, although parents are invited in to share aspects of their culture with the children, children who speak additional languages are not always encouraged to share these in the nursery.

Children are active learners. They move freely around the room, selecting toys and settling to play. The role play area is popular with children and they imitate real life situations such as using the telephone and talking with their friend as they use the till. They select what they want to buy and consider how these will fit into their bag. Babies in the nursery area say 'hello' to each other when they sit together for a short group time. They investigate a range of cheeses, manipulating the small chunks and exploring the different tastes and textures. Children of all ages enjoy digging together in the mud pit. The oldest children, who attend after school, are also encouraged to explore a range of materials. With support they make 'plastic milk' using warm milk and vinegar. Children discuss what will

happen as they add the different ingredients, linking this with their earlier project of making a volcano. They listen carefully to staff's instructions and express themselves effectively. Throughout the day staff interaction is positive and encouraging. The babies' room is calm and they are clearly comfortable with their environment and those who care for them. Children enjoy their time at the pre-school and nursery and develop positive attitudes to their learning and development.

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

Children settle well at the start of the day. The effective key person system and friendly staff enable families to share information. Babies care routines such as sleep times and nappy changes are carefully managed and warm relationships develop. Children are supported well when they move from one room to another and soon develop new friends. Staff visit the local school with older children which helps them be well prepared for their future learning.

Children behave well and learn to play co-operatively. Staff explain to children when something is not acceptable, such as throwing things indoors. This helps them to consider the needs of others. Children are effectively supported in developing skills in independence. Children take a part in organising the snack times and the staff support them in getting their coats and aprons on. The broad range of experiences enjoyed by children show that they are developing skills for the future. They are well prepared for the next stage in their learning and move to school.

Puddleducks is generally well resourced with good quality toys placed within easy reach of the children. Staff arrange the main room to allow for the younger two-year-olds, who want a separate space to play away from the older children. Children benefit from outside play each day. Regular visitors to the pre-school provide some opportunities for children to meet other people and to deal confidently with changes to routines. Children develop a good understanding of why it is important to eat a healthy diet and be physically active. Staff talk with children about the food they have in their lunch box, and about the properties of a range of fruits, such as the 'round orange' with the 'rough skin'. Staff support younger children as they learn to eat independently. Staff change children's nappies regularly so that they are comfortable and older children are well supported as they begin toilet training.

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

The manager demonstrates a good understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. Staff have a good understanding of the policies, procedures and other documentation, which successfully promotes children's welfare. The management committee takes an active role in overseeing any change to policies and in the ongoing development of the quality of provision. Staff deliver engaging activities across all areas of the educational programmes so that children progress well

towards the early learning goals. The established team of staff work well together. Systems to monitor the learning of individual children and to inform the planning for their next steps are effective. This means that appropriate support is provided for children's ongoing development.

Children are safeguarded effectively and procedures for vetting staff are robust. Staff have all completed safeguarding training and are knowledgeable about the procedures to follow should a concern arise. The environment is risk assessed on a daily basis and action is taken to minimise any risks to children. The manager observes staff, as they work, to monitor their performance. Staff are offered professional support to develop their practice. A formal system for staff appraisal is in place. There is an effective system for evaluation of the provision. The recently achieved Bristol Standards scheme has proved successful at focussing the staff and committee on evaluating the quality of the provision and identifying specific areas to improve. The manager takes the views of staff, other professionals, parents and children into account when identifying areas to develop. Effective action is then taken to drive ongoing improvements, for example, by improving the provision for children to develop skills in mathematics.

The welcoming staff establish good partnerships with parents who speak highly of the care and support provided for their children. The manager is aware of the benefit of sharing information with other settings that children attend and partnerships with other professionals are well developed to support children with additional needs. The manager is proactive in seeking to develop these links, such as when children make the move from pre-school to school.

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	EY454837
Local authority	Wiltshire
Inspection number	887435
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	38
Number of children on roll	70
Name of provider	Puddleducks Nursery And Pre-School
Date of previous inspection	not applicable
Telephone number	01672562371

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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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