



## **Puddle Ducks Pre-School**

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY331515  |
| <b>Inspection date</b>         | 07 September 2006   |
| <b>Inspector</b>               | Cheryl Langley  |
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| <b>Registered person</b>       | Puddle Ducks Pre-School   |
| <b>Type of inspection</b>      | Integrated  |
| <b>Type of care</b>            | Full day care   |

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

The Puddle Ducks Pre-School registered in March 2006. They may care for a maximum of 24 children from two to four years at any one time. There is a fully enclosed outside area for play. There are six members of staff, one of whom is a volunteer. The pre-school operates in

St. Laurence Church Hall in Wormley. They are open from 09:15 to 11:45 for morning sessions, run a lunch club between 11:45 to 12:15 and afternoon sessions are from

12:15 to 14:45. Monday and Wednesday sessions are extended to 15:15 if parents request it. The setting welcomes children with learning disabilities and or physical disabilities and children who speak English as a second language.

Five members of staff have early years qualifications, and one volunteer is working towards a level 2 qualification. There are 21 children on roll, nine of whom receive funding for Nursery Education.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are beginning to learn the importance of hygiene and personal care through regular routines, discussion and some planned activities. They wash their hands after using the toilet and messy play and before eating. Children enjoy singing songs about washing to keep themselves clean. They remember to put their hats on if the sun is shining to avoid heatstroke and sunburn. All of the required documents and procedures are in place to enable staff to act in the children's best interests if they need medical attention. Information is shared appropriately with parents to provide consistency in their health care.

During discussions at snack times and cooking activities children learn the benefits of a healthy diet. They know which type of food is good to eat. They prepare their own soft fruits for snack and try new and unusual foods. This helps to broaden their knowledge and experience and maintain a balanced diet. For example, they look at, feel, smell and taste peppers, sausage, grated cheese and tomato puree, before decorating their pizza. The staff take account of the wishes of parents to provide food that meet the children's dietary needs.

A broad range of resources, activities and play equipment enable children to develop and enhance their physical skills. They balance and co-ordinate their bodies on apparatus, climbing up, under and through, as well as sliding down. Children manoeuvre sit-on rides and push buggies. They build with various construction materials and use different tools, such as rolling pins, knives and spreaders. Children move to music, marching along as they sing "The Grand Old Duke of York".

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children's safety is a high priority. Staff are vigilant and carry out regular risk assessments to keep children safe both inside and outside. Space is organised so that children move around freely and independently to make choices about their play. All of the required procedures and documents are in place to keep the children free from harm and ensure their welfare is safeguarded and promoted. For example, parental consents are obtained to support the children's safety, staff are deployed to monitor the children at all times and they have a good understanding of child protection issues. There is a designated member of staff responsible for this and

training in this area is kept up-to-date.

Children adhere to pre-school rules to keep them safe. They know to walk up and down the outside steps, two-by-two with a member of staff, so they do not fall and hurt themselves. Children take turns on the large play equipment to keep themselves and others free from harm. They learn how to protect themselves as interesting play activities reinforce their understanding of safety. For example, they draw chalk roads with junctions in the outside area and practise crossing codes and safe driving to prevent accidents. Children take part in regular fire drills so that they are aware of the dangers of fire and the need for emergency evacuation.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children have fun with a variety of play and activities which are child-led or planned and organised by staff. The 'Birth to three matters' framework is incorporated in planning for the children under three years of age. This makes sure children take part in appropriate activities which stimulate and aid their development. They receive adult guidance to give them extra support if needed but their independence is promoted as much as possible. For example, children of all abilities and ages cut and peel their own fruit for snack using a knife. Children are happy and soon become settled in this supportive and caring environment. This helps develop their confidence and ability to socialise, making positive relationships with the other children and the staff.

The interaction by the staff, talking and listening to the children and the range of activities on offer develops their knowledge and skills. For example, children count as they sing nursery rhymes and move the ten teddies around in the bed. They choose bricks by their different colours. Children use mathematical language to name different shapes, such as 'triangle' and 'rectangle' to build aeroplanes with. They express their ideas creatively. They glue paper, create pictures with finger paints and manipulate play dough into different shapes.

### **Nursery Education**

The quality of teaching and learning is good. Children are making progress, supported by staff that have a competent understanding of the Foundation Stage. Plans cover all six areas of learning and the assessment system illustrates the children's progress. The plans and children's assessments link to the stepping stones and early learning goals of the Foundation Stage. However, observations are not used in the short-term planning to influence the next steps required in each individual child's development. The level of challenge is sufficient to interest all of the children. Staff are attentive and ask children questions to reinforce their skills in mathematics and literacy, for example, encouraging them to link sounds to letters during snack time, or counting toys as they tidy-up. They allow children to complete tasks at their own pace, so that their work is completed to their satisfaction. This makes them feel valued and comfortable facing challenges.

More able children become involved in their play and concentrate for long periods.

They respond to what they see, smell and touch as they investigate sand, different foods, or insects. They practise mark making using chalk, paint and pens. Children make notes, write in anniversary cards or on post cards. They are developing an understanding of sounds and letters as they chalk them on the ground or on small boards as they say the sound. More able children identify the first letter of their own name and that of their peers. Children listen attentively at story time and talk about what they can see, using the correct words. For example, making the animal sound that fits the picture. Children develop simple counting skills through songs and routines. They count their friends or toys and spots on a ladybird. They become aware of measure through cooking activities to prepare ingredients or when they fill the buckets on the balance scales to compare 'light' and 'heavy'.

Great use is made of the natural surroundings at this setting. Children observe the lifecycles of families of swans and ducks as they swim along the river. They build and construct using different types of bricks or soft wood. Children have a sense of place and time. They share past experiences about their holidays and outings. Children become aware of wider society. They celebrate different festivals and events, such as Hanukah, Diwali, and Poppy Day.

Children become able to move all parts of their bodies with confidence. They climb, balance and go through, up and over different climbing frames. Children learn the different parts of their bodies. They sing "Head, shoulders, knees and toes" whilst pointing to the right areas. They enjoy impromptu or regular music and movement sessions. They help themselves to the musical instruments to create loud and soft sounds. Children sing songs and more able children join in with appropriate actions. They develop their hand-eye co-ordination using craft materials, tools and utensils as well as mark making. Through planned activities they develop their design and making skills. Children enjoy making their faces with finger paints on paper plates or using tissue paper to produce a collage in the colour orange. They have great fun chalking train tracks outside and pretending to be trains with their friends and the staff.

### **Helping children make a positive contribution**

The provision is good.

All children receive a warm welcome and take part in the full range of activities if they wish to. The flexible settling-in procedure makes sure staff have the opportunity to get to know the children and their parents well so that they can meet their individual needs. During this time children foster a sense of belonging through the positive relationships fostered between themselves and the staff. They encourage the children to talk about their experiences and feelings which makes them feel valued and able to join in when they feel comfortable. Children become confident and independent. They respond positively to responsibilities, such as tidying up and helping at registration time.

Children behave well. They are learning right from wrong due the positive role models of the staff. They offer the children praise and use explanation to manage behaviour effectively. Children are beginning to share and take turns. They

remember to say please and thank you. Children develop respect for others. The sensitive staff encourage children to understand that their behaviour has an impact on other people. For example, staff explain in simple language why children need to play carefully with the sand to keep themselves and others safe. Meaningful activities and resources promote a positive view of people from different backgrounds and all abilities.

Children benefit from the partnership with parents which supports their care. Parents receive information about the setting, the activities available to their children and the framework used to guide planning. They are encouraged to work closely with the pre-school and provide details which will enable staff to care for their children appropriately. Procedures are in place so that all necessary information about the children can be shared to promote their welfare and meet their individual needs. All of the provisions policies and procedures are shared with parents at the outset and regular newsletters, the children's blue contact books and the notice board keep them up-to-date.

The quality of partnership with parents and carers is good. Parents receive information about the Nursery Education provided. Individual children's assessment records, along with their blue contact books, keep parents informed of their children's progress. Parents are invited to attend open day and to talk to their keyworker regularly to share their children's achievements. Parents, grandparents and carers are encouraged to be involved in their children's learning by sharing topic related items and joining in with sessions. A number of volunteers attend on a regular basis. The setting fosters children's spiritual, moral, social and cultural development.

## **Organisation**

The organisation is satisfactory.

The organisation of the sessions, high ratios and deployment of staff, ensures children enjoy a balance of large and small group times as well as one-to-one support if required. They benefit from activities and child-led play. Staff evaluate their practice regularly and strive to improve on the opportunities made available to the children to make sure they are stimulated and sufficiently challenged. All staff take part in planning using the 'Birth to three matters' framework for children up to the age of three years.

The recruitment and vetting procedures in place ensure children are cared for by staff who are suitable to work with them and have a knowledge and understanding of child development. Four members of staff have early years qualifications and two have current first aid certificates. Policies and procedures are in place to allow effective running of the pre-school. In most cases these procedures are followed by staff. For example, there is a suitable system in place to ensure children are not released to unauthorised persons. However, on occasions a daily record of staff attendance is not always kept. This means important information is not always available. For example, to confirm correct ratios are maintained, to know who is caring for the children at any particular time and to have the names of staff in emergency situations to make sure they are all accounted for. Overall the range of children's needs are

met.

The quality of leadership and management of the nursery education is good. The manager promotes the professional development of all staff and encourages them to attend training courses. Regular appraisals identify strengths and training needs. Staff have regular meetings to discuss planning and have a clear understanding of their roles and responsibilities. The provision, including teaching and planning are monitored and evaluated regularly. They are committed to improving the care and education for all the children and have an on-going 'action plan' to develop their practice and the setting. The manager and her dedicated team work well together which provides an inclusive environment for all the children to develop new skills and acquire knowledge to take them through to the next stage of their learning.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. This record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- make sure there is a system for recording staff attendance on a daily basis, showing hours of attendance.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop a link between the assessment records and short term planning to make sure there is a clear indication of the next steps of learning for the individual child.

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