

Puddleducks of Liss

Inspection report for early years provision

Unique reference number

EY348337

Inspection date

01/03/2011

Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Puddleducks of Liss registered in 2007. The setting has been established since 1992 and recently re-registered as a private setting. It is situated in the pavilion at Newman Collard Playing Fields in the village of Liss, near Petersfield in Hampshire. The setting is open each weekday from 8.00am to 6.00pm for 47 weeks of the year. All children share access to an enclosed outdoor play area.

Puddleducks is registered to care for a maximum of 26 children at any one time. There are currently 32 children in the early years age group on roll, and 23 older children. Of these, 21 children are in receipt of funding for early education. The older children attend the breakfast and after school club and the setting also provides a holiday play scheme. Puddleducks serves the local community and the surrounding area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children attend full day care or for a variety of sessions.

The setting employs nine members of staff; of these, eight hold appropriate early years qualifications and two are continuing to train, working to the next level qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children are extremely happy and settled during their time at the nursery. All children are making excellent and rapid progress towards the early learning goals. Overall, the partnership with parents is exceptionally good, ensuring the individual needs of all children are being met effectively. Comprehensive evaluation systems are used effectively by the whole staff team to identify and address any areas for development, continuously driving improvement. All policies and procedures are reviewed regularly to ensure they accurately reflect practice and all the required documentation is in place and all records are meticulously maintained.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- sharing information with parents and carers about when the children achieve their identified next learning steps to enable them to see how rapidly their children are progressing towards the early learning goals.

The effectiveness of leadership and management of the early years provision

All children are effectively safeguarded because the entire staff team have an exceptionally good understanding of child protection procedures and know how to implement them to protect the children in their care. All staff attend child protection training to ensure they are fully aware of their responsibilities, and policies and procedures are shared with parents. Referral charts and contact numbers are displayed around the setting to ensure everyone coming into the nursery knows how to report any concern to further protect the children. All children enjoy an extremely safe and secure play and learning environment because daily checks and comprehensive written risk assessments are carried out, covering all areas used by the children and any outings. Extremely robust recruitment and vetting procedures are in place to ensure all adults working with the children are suitable and procedures to monitor the ongoing suitability of staff are effective. The building and outside play area is secure, ensuring no unauthorised people gain access to the children, and all visitors are required to sign in and out of the building to ensure a full record of everyone coming into contact with the children is maintained. All new staff are required to complete a full induction programme to ensure they are fully aware of their responsibilities within the setting.

The setting is fully inclusive and systems and procedures have been implemented to ensure every child is treated as a unique individual. All children's individual needs and interests are incorporated fully into all aspects of the nursery. Exceptionally strong partnerships with other agencies and the parents ensure the children reach their full potential and thrive in the fully inclusive provision. Comprehensive procedures are in place to support children who have English as a additional language and their families. Clear procedures and systems are in place to support children with special educational needs and strong links have been developed as the staff work closely in partnership with a wide range of other agencies. All children are beginning to learn about other cultures through planned topics and themes and celebrating a wide range of multicultural festivals. For example, children learn about Chinese New Year and they take part in food tasting activities, enjoy dressing up, art and craft activities and listening to international music. All children use multicultural resources daily and positive images are displayed all around the setting to challenge the children's thinking about gender, disability and ethnicity. Children listen to stories about other cultures and explore the many differences and similarities. As a result, children are beginning to develop an understanding of diversity and of the wider world.

All children enjoy the high quality interaction with staff, and the exceptional staff deployment ensures children are fully supported and supervised at all times. All children have access to high quality resources, furniture and equipment that are suitable for their age and stage of development. Children of all ages are beginning to learn about their own environment and sustainability in simple terms. For example, children recycle and they are encouraged to remember to turn off taps to save water. Children also enjoy planting and growing vegetables for snack and meal times.

The nursery has made exceptionally good progress since the last inspection and all the previous recommendations have been addressed. For example, children's records now include the opportunity for parents to make contributions about their children's progress, learning and development. The well-established staff team work exceptionally well together to identify their strengths and any areas for development. Steps are taken to address any weaknesses to ensure the outcomes for children are continually improved. For example, the outdoor play area is now used extremely effectively ensuring all six areas of learning are covered equally, both inside and outside, enhancing the children's experiences. New systems for robust evaluation have been introduced and are used effectively to narrow gaps between children's achievements. All staff and parents are involved in the evaluation of the setting to drive improvement. Parents complete questionnaires and staff are fully involved in the procedures to evaluate and improve all aspects of the nursery. Consequently, staff feel valued and take responsibility for their individual roles in the setting, ensuring the nursery continues to develop and grow for the benefit of all children.

Overall, the partnerships with parents are exceptional. However, staff do not currently record when the children's individual next steps have been achieved to enable parents to see how rapidly their children are making progress towards the early learning goals. Extremely good lines of communication are set up as soon as the children are registered at the nursery, promoting very good relationships from the start. Parents share information about their children's starting points and are able to visit the setting during settling-in sessions for their children. Parents are able to talk to their children's key people and the manager or owner at any time. They have access to their children's records and are able to make written contributions to their children's records, about their learning at home and the progress they are making in the nursery. Comprehensive information is shared openly with all parents across the setting through displays, posters, the informative notice boards and regular newsletters. Parents are actively encouraged to become involved in their children's learning and can visit the nursery to share their own experiences.

The quality and standards of the early years provision and outcomes for children

All children enjoy an extensive and varied range of activities and experiences during their time at the nursery. Staff spend time getting to know the children and their families exceptionally well, enabling them to plan and organise activities linked to their individual needs and interests. Children's progress and learning is monitored effectively through the use of observations and staff identify and plan for their next steps. As a result, all children are making rapid progress towards the early learning goals in relation to their starting points. All children's spoken language and communication skills are developing exceptionally well. They have access to books at all times and have the opportunity to mark-make from the earliest age, using their emergent writing skills for a variety of purposes. Children confidently link letters and sounds as they recognise their names on their individual

drawers, coat pegs and placemats. Children's problem solving skills are also developing well as they are encouraged to work things out for themselves. For example, during art and craft activities children experiment with the materials to see what works effectively. Children show high levels of confidence and self-esteem as they share their ideas, make suggestions and negotiate roles during role play. They use their imagination exceptionally well and are encouraged to extend their own ideas through using additional resources. For example, children find the animals to turn the home corner hospital into a veterinary surgery, and bandage the soft toys. Staff facilitate the children's learning well and they know when to stand back and let play develop naturally, and when to make suggestions to further extend the children's learning. Children are encouraged to think about what they are trying to achieve and figure out the best methods through discussion with staff and answering open-ended questions. Children are very active learners and are keen to try new things. They show curiosity and ask many questions to learn more. Staff introduce innovative activities to engage the children. For example, children watch nesting birds outside the nursery through closed circuit television. Children use mathematical language to describe size, shape, position and quantity during their free play. Children use electronic resources with ease as they develop an understanding of everyday technology. They use tape recorders, telephones, torches and computers confidently. Children use the keyboard, self-select programmes and control the mouse with ease as they complete on screen tasks.

All children are beginning to learn about the importance of healthy eating and a healthy lifestyle through discussions and daily routines. They grow vegetables and talk openly and with confidence about the types of food that are good for them. Staff use the provision of healthy snacks and meals to promote the children's understanding of healthy options and to promote the children's independence. For example, children use knives safely to prepare and cut their own fruit and vegetables at snack time. All children enjoy access to the outdoor play area daily and throughout the year. They practise their physical skills through climbing, balancing, jumping, running and ball games. As a result, children learn to move with control and coordination and are developing a sense of spatial awareness. Children are becoming aware of their own bodies and recognise when they are hot and need a drink, and when they feel cold they put their coats or hats on. All children are developing extremely good self-care skills. They wash their hands at appropriate times, using soap and individual paper towels to prevent the possible spread of infection. Children enjoy a clean and well-maintained play and learning environment because all staff implement robust hygiene procedures consistently across the setting.

All children learn about keeping themselves safe during their time in the nursery. All children are extremely happy and settled. Children share their ideas and make suggestions which are listened to and incorporated into the daily activities and short term planning. Children chat openly with their peers and the staff team, showing that they feel safe and secure. Children also demonstrate high levels of self-confidence as they explore and investigate their surroundings. All children enjoy the high quality interaction with staff and benefit from the individual care, play and learning plans for each child. All children clearly understand the safety rules of the setting and often remind each other. For example, children remind each other not to run inside the building. Children use scissors with ease and know

how to hold them correctly to prevent themselves from cutting their fingers. Older children are able to explain clearly what happens during a fire drill, showing an awareness of the safety rules and procedures of how to evacuate the building quickly and safely. All children are beginning to take responsibility for the safety of their play and learning environment. For example, they pick up toys and resources that have fallen on the floor. Children help to tidy away the activities before lunch and know where everything belongs.

All children are valued and respected as unique individuals and this has an extremely positive effect on their behaviour. Children take responsibility for their actions and fully understand the group rules and boundaries. Staff have a consistent approach to behaviour management across the setting and focus on positive behaviour, praising the children and recognising their efforts to be helpful and kind to one another. All staff are very good role models and are polite and respectful to the children, helping them to learn right from wrong by example. As a result, the children behave exceptionally well and are polite and well mannered because they know exactly what is expected of them. Staff have very high expectations for the children who respond well to the boundaries in place. All children work well together, sharing and taking turns with ease. They show consideration for others, asking if they would like to join in the activities or to help complete puzzles or listen to stories. Children's negotiation and problem-solving skills are developing well as they plan out their role play scenarios and figure out how to get everyone involved, creating new characters such as including more patients or nurses in the hospital.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met