

Puddleducks of Liss

Newman Collard Playing Fields Pavilion, Hill Brow Road, LISS, Hampshire, GU33 7LE

Inspection date	20/05/2013
Previous inspection date	01/03/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The staff team implement extremely effective safeguarding and child protection procedures to promote the children's welfare successfully.
- The nursery effectively monitors and reviews all aspects of the provision through self-evaluation to drive improvement and maintain the very high quality.
- The very strong links with other professional agencies ensure staff meet all children's individual needs well.
- All children make very good progress from their starting points.
- Children are developing an excellent understanding of healthy lifestyles.

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 pre-school room, the quiet room, the baby room and outside.
- The inspector had discussions with parents, the staff and the children.
- The inspector analysed samples of the children's learning journeys, planning documentation, and a selection of the group policies and procedures.

Inspector

Lisa Cupples

Full Report

Information about 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 7.45am to 6pm all year round with the exclusion of bank holidays. Children can attend full day care or for a variety of sessions. All children share access to an enclosed outdoor play area.

Puddleducks is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 61 children in the early years age group on roll, and 3 older children. The nursery provides free early education for children aged two, three and four years. The older children attend the breakfast and after school club and the setting provides a holiday play scheme. Puddleducks serves the local community and the surrounding area.

The setting employs 10 members of staff who all hold appropriate early years qualifications at level three or above.

What the setting needs to do to improve further

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

- improve the use of labelling and print in the learning environment to develop children's language and literacy skills further, particularly for those who speak English as an additional language.

Inspection judgements

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

All children are making rapid progress towards the early learning goals in relation to their starting points on entry. The exceptionally knowledgeable staff team spend time observing what the children can do and analyse the information effectively to identify the children's next steps. This information forms the basis of the comprehensive curriculum planning and ensures all activities are meaningful and interesting for the children. Assessment at all ages is accurate and the parents are involved at all stages. The nursery provides a calm and relaxed atmosphere where children are fully engaged in purposeful activities and experiences. All children enjoy a vibrant and stimulating play and learning environment, with low level, clearly labelled resources that are easy for the children to reach. However, the labelling in different languages is limited and does not fully value all children's home

languages to ensure that all children's language and literacy skills are promoted to the full.

Babies and young children enjoy an extensive range of activities and resources which enable them to explore their surroundings as they learn about the world. For example, staff prepare treasure baskets with different themes for the children to investigate. All children have many opportunities to mark-make and practise their early writing skills for different purposes, such as writing messages in the home corner and naming their own work. Babies enjoy painting and mark making in the sand and gloop as they begin to use tools with control. Children link letters to sounds and enjoy listening to stories and handle books correctly. All children use their imaginations well during role-play activities and when playing with small world resources. For example, children create characters and storylines, negotiating well with each other as their own ideas develop, such as creating a marching band outside. Staff support this well, enabling children to collect appropriate resources from around the playrooms to extend their own learning both inside and outside.

Staff question the children effectively, using open-ended questions, encouraging them to think about what they are trying to achieve. For example, children want to examine the mini beasts they have found. The member of staff asks how they can see them in a better way and the children decide to use the magnifying glasses and bug boxes. The children examine the insects, counting their legs and recognising similarities and differences. Children recall past events and share their own experiences with others. For example, children talk about recent events at home and in the group and describe what they are doing in the photographs. Children in the pre-school room demonstrate competent computer skills as they find chosen programmes, using the keyboard and controlling the computer mouse effectively. Younger children confidently push buttons and smile as the electronic toys light up and make sounds. Consequently, all children are very well prepared for school or the next steps in their learning.

Parents are fully involved with their children's learning from the moment they register with the setting. Key people spend time with the parents gathering information about the children's learning, development and welfare, both in the nursery and during home visits. This ensures staff can track the children's progress accurately because they have detailed information about their starting points. Parents have access to their children's records and are able to discuss their children's progress and make written contributions to their children's records. Parents are able to extend their children's learning at home because staff share information routinely about what they are working towards with the children and provide examples ideas and activities to support the children's learning at home.

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

All children are extremely happy and settled during their time at the nursery. Staff spend time getting to know the children and their families exceptionally well, enabling them to meet their individual needs at all times. Children build very positive relationships with the staff because the staff teams and key people are consistent. Babies and young children feel secure in the setting and often hold their arms up for cuddles or snuggle in to staff

when they have just woken up and when they begin to feel tired. Children of all ages laugh and giggle as they enjoy their time at the nursery, and learn without realising it because they are having so much fun. Children show high levels of confidence and self-esteem as they choose resources and move around the nursery with ease.

Staff effectively support children's social skills from an early age. They are extremely positive role models and encourage the children to try new things at every opportunity. Staff introduce new vocabulary during activities and give the children time to repeat the words as they learn. Children are polite and use their manners at all times. Staff gently correct the children's grammar to further develop their spoken language and communication skills. Children learn the importance of keeping themselves safe through activities and discussion. For example, staff talk with the children about putting on coats and hats to ensure they stay warm when playing outside. They also learn about the importance of sun hats and sun cream in warmer weather. Older children are aware of routine safety rules, such as not running inside the playrooms and using tools and resources carefully. All children and staff practise regular fire drills to ensure they can implement the evacuation procedures quickly and safely in the event of an emergency. The nursery has very clear safety instructions in place when the children go on outings. Staff sit with the children and remind them of the safety rules before they go. Older children are able to explain the rules and say 'We have to stay together, so no one takes us, and we have to listen, we all hold hands and stay with the grown ups, then we will be safe'.

All children learn about the importance of healthy eating and lifestyles through discussion, activities and daily routines. Children show an exceptional awareness of good personal hygiene as they talk about 'washing away the germs'. Children's self-care skills are developing excellently. Older children talk about the types of food that are good for them and name some foods, which they should only have as a treat. Children enjoy a healthy and nutritious range of fresh fruit and vegetables during meal times. All children have access to a secure outdoor play area in all weathers and enjoy a range of outdoor experiences covering all areas of learning. Younger children negotiate ramps, enjoy the ball pit and climb through tunnels; they manipulate resources and develop good hand to eye coordination. Older children ride wheeled toys, use large-scale construction resources, and enjoy a range of ball games.

All children benefit from the strong transition procedures in place to support their move to school or into the next stage of the nursery. Staff share information openly with parents consent to ensure the children's individual needs are being met. Exceptionally strong links with the local school enable older children to visit and meet the staff. Children are familiar with the school layout and the reception staff, making the transition to school as smooth as possible.

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

Robust and rigorous safeguarding procedures ensure children's welfare is promoted exceptionally well. All staff have completed safeguarding and child protection training to ensure they know how to implement the procedures if they have concerns about a child in their care. All children enjoy an extremely safe and secure play and learning environment because staff complete comprehensive daily checks and risk assessments. All visitors are required to show identification and sign in the visitor's book, ensuring an accurate record of everyone coming into contact with the children is maintained. Meticulous recruitment and vetting procedures ensure all new staff and any students on placement are fully aware of their roles and responsibilities. All staff and students have been vetted to ensure they are suitable to work with the children.

The nursery has excellent evaluation procedures in place to monitor and review all aspects of the setting, from daily activities to the use of the space. The setting uses the computerised system to monitor children's progress extremely effectively. All details about individual children's achievements are recorded and reports are run routinely to monitor their progress in all areas of learning. The owner runs additional reports to monitor any gaps between different groups of children, or individual key people's children to identify any patterns, particular strengths or any areas for development. All staff then use the information, alongside the key peoples' observations to inform the planning and ensure it reflects the needs of the children at the time that is right for them. Through robust self-evaluation, the owner and staff team have made many changes since the last inspection. For example, the nursery now takes children aged under two years and they have extended the garden, creating an improved outdoor area for all children. In addition, the children's learning journeys now include dates to clearly track the children's achievements over time.

Comprehensive performance management systems, such as one-to-one meetings and annual appraisals ensure all staff are monitored to identify their strengths and any areas for professional development. All staff take responsibility for individual roles within the setting, such as the designated child protection officer, health and safety, behaviour management and the curriculum. Consequently, the well-established staff team are motivated and confident as they strive towards further improving the setting for all the children who attend. This clearly demonstrates the staff's exceptional capacity to improve. The nursery has extremely strong links in place with a number of professional agencies, such as children's services, the health visitors, speech and language therapists, local authority special educational needs team, schools and other early years providers. Consequently, the leadership and management of the setting is outstanding and procedures ensure all children receive high quality care and learning at the nursery.

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
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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	EY348337
Local authority	Hampshire
Inspection number	917660
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	35
Number of children on roll	64
Name of provider	Puddleducks of Liss Ltd
Date of previous inspection	01/03/2011
Telephone number	01730 893472 or 893472

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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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