

Puddleducks & POSH Ltd

Inspection report for early years provision

Unique reference number	EY369198
Inspection date	10/09/2008
Inspector	Lucy Showell/ Teresa Taylor
Setting address	20 Rugby Road, LEAMINGTON SPA, Warwickshire, CV32 6DG
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Type of setting	Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Puddleducks and POSH Ltd opened in 2008. The setting is privately owned and operates from the house and east hall of Milverton Primary School in Leamington Spa, Warwickshire. The setting can be accessed through the front door situated via a gate off the main road or through the school grounds at the beginning and end of the school day. Most of the children are accommodated on the ground floor and babies are based on the first floor to which there is no lift access. The setting serves the local area and has strong links with the school. There are two fully enclosed play areas available for outdoor play.

A maximum of 90 children may attend the setting at any one time. There are currently 86 children attending who are within the Early Years Foundation Stage (EYFS). Of these, 34 children receive funding for early years provision. The setting also offers out of school care which is registered by Ofsted on the compulsory and voluntary childcare registers. The provision operates between the hours of 07:45 and 18:00 five days a week all year round with the exception of bank holidays. The setting currently has no children with learning difficulties and/or disabilities, or who speak English as an additional language.

The setting employs 19 members of staff. Of these, 16 hold appropriate early years qualifications and the manager holds Qualified Teacher Status. There are two staff currently working towards a recognised early years qualification.

Overall effectiveness of the early years provision

The nursery provides a relaxed and comfortable environment where all parents and children are welcomed and valued. The use of effective plans, observations and assessments provides suitable recognition of individual needs. Staff demonstrate some capacity for continuous improvement through clear changes since registration such as redecoration and refurbishment of the building and outside areas. They have recognised further areas of development, however, staff are not always clear on their roles and responsibilities because systems for managing strengths and weaknesses are not sufficiently robust and some policies and procedures lack necessary detail.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- promote the good health of the children and take necessary steps to prevent the spread of infection
- ensure all practitioners have a clear understanding of their roles and responsibilities
- review and update policies and procedures required for the safe and efficient management of the setting and to meet the needs of the children.

The leadership and management of the early years provision

Staff qualifications and ratios meet the welfare requirements. The appropriate systems in place for recruitment and clear vetting procedures ensure children are safeguarded by suitable adults. Appraisals are used to identify professional development and training needs. However, the management team do not ensure that the skills and knowledge, existing or attained, are fully implemented. Therefore staff do not have a consistent understanding of their roles and responsibilities. For example, allocated tasks are often not completed and many staff are reluctant to use their initiative.

Some useful documentation such as, effective risk assessments, daily safety checks and information regarding equality is in place. However, written policies and procedures are not freely available to parents as suggested in the handbook and child protection procedures and complaints information is limited. There are strong relationships with parents and carers which are promoted through daily verbal and written feedback and useful information such as planning, newsletters and menus are clearly displayed. Questionnaires, completed by parents, provide staff with valuable and constructive suggestions to enhance the settings practice, such as, changes to tea-time arrangements and menus, updated handbooks and improvements to the premises.

The setting liaises effectively with other providers delivering the Early Years Foundation Stage (EYFS) to ensure progression and continuity of learning and care. For example, transition documents are shared with reception teachers in local schools. Although there are currently no children attending with learning difficulties and/or disabilities, appropriate documentation and practice is in place to support all children to attend. Staff have had relevant training and any discussions are held and agreed with parents before involvement with external agencies or services.

The quality and standards of the early years provision

Children enter the setting with confidence and show enthusiasm for the experiences on offer. Colourful displays of their creations such as varied number and letter lines, art work and models enhance the learning environment and promote children's self-esteem. Older children are encouraged to select resources and equipment, join in adult-led activities or initiate their own play. They enjoy regular access to the well-equipped outdoor areas and the provision of wellingtons and raincoats ensures they can make the most of all weathers.

The educational programme has been adapted across all age groups to incorporate all elements of the learning and development requirements in the EYFS following advice and support from other professionals. As a result, staff working with younger children are changing the layouts of rooms and are evaluating children's access to equipment and use of natural resources. Information regarding all children's achievements is communicated effectively with parents. They are encouraged to be involved in their child's learning through contributing ideas towards topics and sharing observations of attainments and starting points.

The effective use of observations and assessments to inform planning ensures good opportunities are provided to help children make progress across all six areas of development. Staff working with older children have comprehensive understanding of the early learning goals and how children learn through play. Children enjoy a wide range of stimulating and well-resourced opportunities such as role-play in a large wooden car equipped with a real road map and fun art activities in the 'messy area'. For example, they scoop in a tray of coloured gloop, mould play dough with selection of tools and squeeze paint through their hands whilst making pictures. Throughout these activities staff recognise children's intense interest and extend further through good use of language and open ended questions.

Children are encouraged to develop the habits and behaviours appropriate to good learners such as sharing equipment, taking turns and listening to others. They recognise their own needs and those of others as staff have effective and consistent systems for managing children's behaviour. For example, appropriate discussions are held with children throughout the day about keeping safe both indoors and out.

Children are provided with a healthy nutritious range of freshly prepared meals and snacks. Their independence is encouraged as they pour their own water; help themselves to second portions and older children enjoy a café style snack. However, the general good health of children is not fully promoted as some necessary steps are not taken to prevent the spread of infection. For example, ineffective sterilisation of dummies, general cleanliness and supervision of children's personal hygiene.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Satisfactory

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Satisfactory
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Satisfactory
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.