

Puffins Pre-School

Inspection report for early years provision

Unique reference number EY233505
Inspection date 25/03/2009
Inspector Penny Wood

Setting address Newton Tony Memorial Hall, Newton Tony, Salisbury,
Wiltshire, SP4 0HF

Telephone number 0781 7761238

Email

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).

Description of the setting

Puffins Pre-School opened in its present location in September 2003. It operates from the Memorial Hall adjoining the primary school in the rural village of Newton Tony near Salisbury. Children have direct access to an enclosed outdoor area and the village playing fields. The pre-school is registered on the Early Years Register.

A maximum of 15 children aged from two years to five years old may attend the pre-school at any one time and there are currently 19 children on roll. The pre-school is open each weekday from 09.10 until 12.10 during school term time only. Children attend from the local area. The pre-school has systems in place to support children with learning difficulties and/or disabilities. There are four members of staff employed by the pre-school, three of whom hold an appropriate childcare qualification and one member of staff is currently on a suitable childcare training course.

Overall effectiveness of the early years provision

Overall, the quality of provision is good. The group have worked hard since the last inspection and have taken positive steps towards raising the quality of provision, particularly within the area of children's learning and development. Children experience a welcoming and supportive environment where they enjoy participating in a good variety of learning and play opportunities. Staff work effectively as a team and in partnership with parents to ensure children's individual needs are met.

What steps need to be taken to improve provision further?

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

- review the organisation of large group activities to encourage children to remain engaged
- review the child protection policy and procedures with staff to ensure all are aware of the referral procedure and records maintain confidentiality
- continue to encourage children to learn about why good hygiene is important.

The leadership and management of the early years provision

Staff are effectively managed and work well as a team. Children benefit from the evolving provision. The ongoing evaluation of practice and procedures ensure that the proactive staff contribute towards providing children with improved opportunities and experiences. The group welcomes support from external agencies, such as development workers and advisory teachers in order to improve provision.

Parents play an important role within the group, both in supporting the committee and staff. Their input and suggestions given through the completion of questionnaires are valued. Children benefit from the relationships forged between their parents and staff. On joining the group, staff ensure they obtain general information about the children to ensure they are able to meet their individual needs. Good information is now available to parents through regular newsletters, within children's scrapbooks and displayed on a prominent notice board. As a result, they remain informed of events, recent changes and the educational programme.

Children benefit from the good strategies in place, which promote their welfare and safety. For example, visible steps are taken to reduce hazards within the setting, such as using a barrier system to prevent children from unsupervised access to the kitchen. When conducting outings, good procedures ensure venues are suitable and appropriate ratios are adopted. Staff have a clear understanding of the child protection policy in relation to identifying and monitoring children's welfare. However, they are less confident with the referral procedure and not all records maintain sufficient confidentiality.

The quality and standards of the early years provision

Children are happy and at ease with the approachable staff and frequently show their pleasure during activities and play opportunities through their enthusiasm and excitement. Good strategies encourage children who are less confident to settle into their play and routines. For example, staff use frequent praise and encouragement to boost children's confidence and self-esteem, and encourage children to participate in familiar activities that they enjoy.

Children benefit from the good range of activities and play opportunities provided. The variety in experiences provided on a day-to-day basis ensures children make good progress across all areas of learning. Staff complete regular observations on children and use this information to inform future planning and children's next steps within their learning journeys. Children benefit from the very good strategies to provide them with learning opportunities that are based on their interests. For example, staff encourage children to count with numbered pictures of dinosaurs or fire fighters. Children are making very good progress within their problem solving, reasoning and number development because staff adopt interesting opportunities for them to do so. For example, when going outside to play, children are encouraged to match a number card with the corresponding numbered tricycle.

Children show respect for each other. For example, they are beginning to use their manners, such as saying 'please' and 'thank you', with gentle reminders from staff when appropriate. Very good systems, such as the use of an egg timer encourage children to share and take turns with resources. Most children willingly tidy up at the end of the play session and some enjoy joining in with the tidy up song. Good strategies encourage children to play well, with clear boundaries set and reinforced with children. Appropriate strategies are in place to support children who display behaviour that is more challenging.

Well resourced role-play areas facilitate and encourage children's imaginations, which they use well. Children enjoy singing familiar songs, suggesting words, which rhyme, and singing not only loud, but also quiet, fast and slow. They enjoy contributing to stories, such as 'The Three Billy Goats Gruff', and taking on the roles of the main characters and acting out the story with hand puppets.

Children enjoy coming together for large group activities, such as story time at the end of the session. However, they are liable to become restless and easily distracted, for example, by their bags and coats and struggle to remain engaged in the story being told. Children enjoy a social snack time where they enjoy a healthy range of nutritious snacks, followed by a biscuit. Children follow daily hygiene routines, such as washing their hands before snack time in order to reduce the spread of germs and infections. However, not all are aware of why it is important to follow such hygiene routines. Regular exercise encourages children to be healthy, to enjoy physical activities, whilst developing their coordination skills.

Children are developing a good understanding of how to keep themselves safe. For example, staff remind children about not running inside in case they trip and fall over. Visitors to the group encourage children to learn about safety through first hand experiences. For example, children enjoyed looking at visiting fire fighters uniforms and watching the water hose in operation outside.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 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 the last inspection.

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.