

Muddy Puddles Pre-School

Harmony Community Arts Centre, St Hillary's Hall, Maidstone, Kent, ME15 9BQ

Inspection date

Previous inspection date

24/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

| | |
|--|---|
| How well the early years provision meets the needs of the range of children who attend | 2 |
| The contribution of the early years provision to the well-being of children | 2 |
| The effectiveness of the leadership and management of the early years provision | 2 |

The quality and standards of the early years provision

This provision is good

- The adults interact very well with the children and promote extended learning skilfully.
- The deployment of staff is very effective and ensures all children are supported well.
- The record keeping procedures are professional and clear.
- The leadership and management of the setting is very effective and dedicated to meeting the needs of individual children at all times.

It is not yet outstanding because

- The use of numbers and early mathematics is not always evident in everyday play activities.

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 and spoke with staff and children and sampled relevant records and other documentation.
- The inspector interviewed the provider and owner of the pre-school.
- The inspector spoke with some of the parents of the children attending.
- The inspector feedback the inspection findings to the provider and deputy manager.

Inspector

Mary Vandepeer

Full report

Information about the setting

Muddy Puddles Pre-school registered in 2013 and is privately owned. The provision operates from a Community Arts Hall in Maidstone, Kent. Children can access two rooms and a secure outdoor play space. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The provision opens weekdays from 9am to 3.30pm. Currently, the provision is only open term time. There are 24 children in the early years age group on roll. There are six members of staff, including the provider, five of whom hold relevant early years qualifications at level 3 and above. There is one member of staff working towards level 2.

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 early number recognition and mathematics in everyday play activities.

Inspection judgements

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

The provider, deputy manager and staff work very well together. This helps to ensure children experience a wide range of stimulating and exciting range of resources and activities. These are adapted effectively to suit children's individual needs and stages of development. The indoor play space is thoughtfully planned so that children are able to enjoy and benefit from many different play opportunities, to ensure they progress well in all the areas of learning. The outdoor area provides an age appropriately planned, resourced and interesting place, for children to play and learn all year round.

The key persons at the pre-school, display effective skills in planning activities based on their thorough knowledge of the individual needs and interests of the children in their group. This results in children fully and consistently engaged in their learning during their time at the pre-school. Future planning is influenced by effective observations regularly carried out on the children, as well as from identified areas needing further development. Adults record and monitor these observations to help ensure every child makes good and appropriate progress in all areas of learning. Each child has a progress and development folder. This document contains evaluative observations, children's achievements, their own work and supporting photographs, showing the steady progress they routinely make. The provider and key persons ensure these folders are readily available to parents.

Adults ensure they listen to children's views and observe their play choices when reviewing and planning future activities. For example, one child enjoys playing with water

very much, so it is always available both indoors and outdoors. Various resources are also provided with the water play to promote other areas of learning such as measuring and coordination. The provider and key persons display skills in their development of effective individual play plans for children with special educational needs and/or disabilities, to ensure they receive the right support. Adults show sensitivity and good understanding in their interaction with all children. For example, in their encouragement to promote children's speech and language skills. Children who have speech difficulties benefit from this attention. This interaction means children make good individual progress in their communication and language development. Children also learn how important it is to listen and share.

Adults strive to make all children's learning fun; children enjoy interaction during many activities, such as matching card games and water play. Children are gaining in confidence as they learn new skills and developing their physical abilities, as well as being provided with new challenges. However, there is not enough attention given to early number recognition. Adults show a good awareness that they need to be good role models for the children in their care. Younger children are beginning to learn to take turns and respect others by engaging in activities that promote this. Adults display skills in their support of children's involvement in their play choices. Adults observe and question what the children are doing. Creative resources and everyday items provide stimulation to children's imagination. The use of colourful posters and displays help extend children's knowledge of shapes, letters and numbers.

Adults work hard to ensure there is a balance of child-initiated play and adult-led activities, which helps promote the children's increasing independence. Older children have opportunities to show their growing understanding of letters and words by attempting to write their names. Younger children can practise their emerging mark making skills, as they use resources such as water and sand play and painting. Children clearly enjoy their time at the pre-school, achieving and developing the skills they need for their future learning.

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

The provider and staff team show they contribute very effectively to the safeguarding and well-being of all children at the pre-school. Adults display a good understanding and sensitivity towards the children, helping children feel valued, safe and secure. The provider considers this to be an important part of the relationships the children have with them. The adults show commitment to providing good support for children with special educational needs and/or disabilities; they are efficient in acting promptly on advice from parents and other specialists. The various and effective processes in place mean that the setting can adapt, improve and provide activities to meet children's varying needs. They also work extremely close with parents and other carers, such as grandparents. This results in important information sharing and helps support children's emotional development very well. All children clearly like being at the pre-school, they keep busy and show confidence in the adults who respond appropriately to their individual needs. The key persons give children their experienced attention whenever needed, helping make any

changes easier for them to deal with.

There is an established and effective risk assessment system in place. Daily visual checks ensure children are cared for in a healthy and safe environment. Children also learn how to keep themselves safe in an emergency, for example, they regularly practise evacuating the building. Children benefit from the nutritious and freshly prepared snacks. They learn about healthy eating as they enjoy foods such as fruit, with water or milk to drink. Children behave well, developing their personal and social skills by playing together and enjoying snack time with their new friends. They are supported well by the adults in their time at the pre-school. This results in children progressing successfully and effectively in their learning.

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

The provider ensures there are very effective arrangements in place to implement the requirements of the Statutory framework for the Early Years Foundation Stage. All adults show they have a good understanding of the Local Safeguarding Children Board procedures and are suitably knowledgeable about how to respond if they ever have concerns about a child in their care. There is an effective recruitment, checking and induction procedures in place. This helps ensure new staff are suitable to work with children. The provider is qualified to level 6, and has achieved Early Years Professional Status. Most of the other staff employed is qualified to level 3. There is also an efficient staff monitoring, supervision and appraisal system in place, ensuring the ongoing suitability of existing staff. It also supports their future professional development and knowledge on how to provide good quality teaching, support and experiences, for all children and their families. Risk assessments are recorded and any hazards found are made safe. The provider and manager show they have a good understanding of the ratio and space requirements. The numbers of adults to children is monitored, to ensure they are always within the legal requirements and meeting the needs of the children attending.

The provider and staff team are clear about the importance of improving and changing practices where needed. The self-evaluation process is continuous and efficient, with reflective and evaluation systems in place throughout the pre-school. These, along with regular staff meetings, children's voice and parent feedback, can identify and address any issues raised. The adults confirm that the provider is very approachable and they know they can go to her with any concerns or queries. The provider and key persons also track children's progress, using their observations and are beginning to use an online tracking system. This means they are able to keep a check on children's achievements and development. If there are any concerns about individual children's development or progress, these can be quickly identified and appropriate steps taken and planning put in place.

There are information notice boards, parents are actively encouraged to comment and follow their children's achievements and time spent at the pre-school. Parents can keep up with their children's progress as they are able to view their children's development and

progress folder whenever they wish, as well as talk with the key person. The provider is experienced in dealing with other specialists and professionals. Parental consent is always sought if it is thought to be beneficial for individual children to have extra support from outside agencies.

The provider ensures all staff is able to access a professional development. This enables them to continue to meet the differing needs of children attending. Parents confirm that they are happy with the pre-school, how it operates and the routines in place for their children. They state that their children really enjoy themselves at the setting and are progressing well. Parents also say the adults working there are helpful, approachable and supportive. They clearly feel at ease as they arrive to bring or pick up their children.

The provider is working on developing partnerships in the local community and authority, such as the safeguarding team and schools. They make good use of the support and information provided, to help promote children's well-being, welfare and ongoing development. The provider and adults working in the pre-school show a good awareness of how important their role is in helping children prepare and look forward to the next important stage in their lives.

The Childcare Register

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| 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 |
|---------|----------------------|--|
| 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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection. |
| 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 monitored and inspected again within six 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

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| Unique reference number | EY468811 |
| Local authority | Kent |
| Inspection number | 933905 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 8 |
| Total number of places | 30 |
| Number of children on roll | 24 |
| Name of provider | Charlene Elizabeth Luckhurst |
| Date of previous inspection | not applicable |
| Telephone number | 07743796754 |

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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