

# Puffins Pre-School

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



<b>Inspection date</b>	23 January 2015
Previous inspection date	25 March 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. Their secure knowledge of how children learn means they provide activities that are interesting and stimulating, and help children make good progress in their learning.
- The team achieves successful partnership working. They value and act on information from other professionals and parents to support children. This helps children to make good progress and is beneficial for children who learn English as an additional language and those with special educational needs and/or disabilities.
- Staff teach children communication and language skills as they speak clearly to the children, provide a commentary about what they are doing and ask them many questions to extend their thinking.
- Staff give high priority to safeguarding children and providing a safe and secure environment for them to play and learn.
- Children have strong attachments with their key person, which supports their emotional well-being.

### It is not yet outstanding because:

- Staff do not always share their key children's next steps for learning to encourage consistent teamwork, to support every child and further advance their good progress.
- Staff have not enhanced the outdoor environment to include letters and numbers to further promote children's early literacy and numeracy.

## What the setting needs to do to improve further

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

- enhance how staff share information with each other about key children's next steps for learning to help all staff to consistently support every child
- enhance the outdoor environment further, so that it is rich in print and number, for example, by introducing more labels, signs and numbers.

### Inspection activities

- The inspector observed children at play both indoors and outdoors and talked to them when appropriate.
- The inspector discussed the provision with the manager and other staff at appropriate times.
- The inspector sampled paperwork, including risk assessments, policies and procedures, suitability documents and children's learning journals.
- The inspector sought the views of parents through discussion.
- The inspector carried out a joint observation with the manager.

### Inspector

Shirelle Norris

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff use their good knowledge and understanding of how children learn and develop to engage children in learning that interests them across all areas. Staff routinely identify children's next steps for learning, and they make good use of the information to inform planning. However, staff do not always share the information for children's next steps for learning in detail with their colleagues. Parents regularly speak with their child's key person about their child's progress and continue learning at home. For example, children made and took home an anemometer to measure the wind as a family learning opportunity. Staff teach children about mathematics as they play; they count bricks and talk about colours. Children enjoy playing outdoors. However, it is not rich in print or number to support children's early literacy and numeracy skills. Staff teach children to sound out the letters of their names and this encourages learning about literacy. Children learn to count in Spanish, Nepalese and French. This teaching helps them to broaden their view and understanding of the world. The all-round good teaching gives children ideal foundations for starting school or attending other settings.

### **The contribution of the early years provision to the well-being of children is good**

Staff are caring and sensitive to the needs of the children, and they are particularly mindful to promote children's individual care routines. This helps all ages and centres on the specific needs of children to help them settle well. This promotes their confidence and emotional well-being and helps motivate children to learn actively. Staff provide a good range of nutritious snacks. Children are developing independent skills. For example, they wash their hands before snack, peel their fruit and pour their own drinks of water or milk from small jugs. Children behave well; this is because staff offer consistent routines and boundaries.

### **The effectiveness of the leadership and management of the early years provision is good**

The committee and all staff fully understand their responsibilities to meet safeguarding and welfare requirements. They work closely together to provide a safe and secure environment for children. The manager monitors children's progress through regular observation of staff practice and reviews of children's development records. Staff receive good support in their professional development, which enhances their practice. This means they can identify any gaps in learning and know how to respond effectively. This provides a good level of consistency and complements children's learning experience. The staff have good links with the school. As a result, children become familiar with the school environment and enjoy visits from the reception teachers. Staff demonstrate a strong commitment to continuous improvement. The team has effectively addressed previous recommendations from the last inspection to ensure the provision continues to evolve.

## Setting details

<b>Unique reference number</b>	EY233505
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	832822
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Allington Methodist Pre-School Committee
<b>Date of previous inspection</b>	25 March 2009
<b>Telephone number</b>	07754 738 678

Puffins Pre-School registered in September 2003. It operates from the Memorial Hall adjoining the primary school in the rural village of Newton Tony near Salisbury. The pre-school is open each weekday Tuesday/Thursday/Friday 9am to midday, Monday and Wednesday 9am until 3pm during school term time only. Children have direct access to an enclosed outdoor area and the village playing fields. There are 21 children on roll in the early years range. There are three members of staff; the manager holds an early year's degree and other staff have appropriate childcare qualifications.

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