

Puddleducks Pre-School

Gateford Park Primary School, Amherst Rise, WORKSOP, Nottinghamshire, S81 7RG



Inspection date

12 January 2016

Previous inspection date

8 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Since the last inspection, the manager and her team have worked hard to improve the overall quality of the pre-school. They are passionate about their roles, and dedicated to improving outcomes for children.
- Staff at the pre-school provide children with a highly stimulating and exciting environment. There is a broad range of high-quality learning resources available for children to choose from. Children are engaged in purposeful play at all times.
- Children's well-being is superbly promoted. The staff team gives safety a very high priority. Highly effective risk assessments are in place. Children's safety is at the heart of the pre-school staff's everyday practice.
- All staff have exceptionally high expectations of behaviour and provide very clear boundaries. As a result, children's behaviour is exceptional. Children listen extremely carefully to staff and to each other. They readily stop what they are doing to tidy up when asked, and share toys and resources happily.
- Staff have a strong understanding of each child's learning needs. They use this knowledge to plan interesting activities for children. Effective observation and assessment support them to identify and tackle gaps in learning to ensure children's good progress from their starting points.

It is not yet outstanding because:

- The systems for mentoring and coaching staff are not yet effective enough to raise the already good quality of teaching to a higher level.

What the setting needs to do to improve further

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

- build on the systems already in place to provide even more ongoing mentoring and support to staff, so that the quality of teaching is continuously raised to an even higher level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector took account of written feedback provided by parents.

Inspector

Josie Mapes

Inspection findings

Effectiveness of the leadership and management is good

The manager and her team have a good understanding of their responsibilities. The arrangements for safeguarding are effective. Staff are alert to the signs of abuse and understand the procedures to report concerns. The manager monitors children's learning and development so that no child falls behind in their progress. Staff attend regular training courses to help improve their skills. Partnerships with other professionals are strong. There is a coordinated approach to children's care and learning which promotes positive outcomes for children. Parents are kept well informed of their children's progress through daily discussions and regular parents' evenings.

Quality of teaching, learning and assessment is good

The well-qualified staff have a secure knowledge and understanding of how children learn. They plan many interesting activities to support children's learning and development. Children are motivated and eager to learn new things. Staff place a strong focus on children's listening and attention skills. One example of this is when they help children to make 'listening ears' to wear, before going on a 'listening walk' in the outdoor area. Children's communication and language skills are also developing well, including those whose starting points are lower. Children enthusiastically join in with songs during circle time, using sign language as they sing. Staff skilfully introduce numerical challenge into the activity, an example of this is starting each different song with a different number to count in from. Staff accurately assess each child's stage of development and effectively use this information to support children in moving forward.

Personal development, behaviour and welfare are outstanding

A highly effective settling-in procedure enables children and their families to feel settled and at home within the pre-school very quickly. Children develop extremely close, emotional attachments with the staff team. This promotes their well-being, sense of belonging and confidence extremely well. Behaviour is excellent at all times. Children embrace the 'Puddleducks values' that are displayed throughout the setting. They say please and thank you, listen carefully and respect each other. They show great respect for the adults around them. Children are helped to embrace each others' differences through teaching and through using extensive resources that reflect positive images of diversity. These are examples of how the pre-school helps children to develop a growing awareness of their community and of the wider world in which they live. The setting is extremely well resourced and thoughtfully laid out. Staff rotate activities and resources regularly. The outdoor area is used particularly effectively to promote children's physical skills. The manager and her team have built strong links with the school located on the same site. Children have a smooth and happy experience of moving on to their next setting.

Outcomes for children are good

Children make good progress in their learning from their starting points. Interventions for children who need them are swift and targeted. Children are well prepared for school.

Setting details

Unique reference number	EY451569
Local authority	Nottinghamshire
Inspection number	1028145
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	53
Name of provider	Puddleducks Pre-School Committee
Date of previous inspection	8 March 2013
Telephone number	01909 487744

Puddleducks Pre-School was registered in 2012. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

