

Puddleducks Pre-school Broseley



John Wilkinson C P School, Coalport Road, BROSELEY, Shropshire, TF12 5AN

Inspection date	15 April 2016
Previous inspection date	23 November 2011

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

Summary of key findings for parents

This provision is outstanding

- The extremely effective management team and committee ensure high-quality staff are recruited through their robust systems. Staff receive a very thorough induction, and understand extremely clearly their roles and responsibilities in providing high-quality care and education for children.
- Extremely effective partnerships are established with other professionals working with the children. For example, there are excellent links with the teaching staff at the on-site school to help support children's learning when they transfer there.
- Home visits made by the staff help to swiftly establish excellent partnership working with parents right from the start. Staff very quickly identify any gaps in children's learning and work exceptionally well, alongside parents, to put additional strategies in place where needed.
- Children make excellent progress and are prepared for school extremely well due to the outstanding teaching. Staff personalise children's learning as they play and this motivates and challenges their learning to the full.
- Excellent consideration is given to providing a highly stimulating environment, both indoors and outdoors. The Forest School sessions are used extremely well to support all aspects of children's learning.
- Staff place a high priority on fostering children's personal, social and emotional development. They use creative strategies to help children take the lead in their own play and learning and they celebrate children's achievements.

What the setting needs to do to improve further

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

- continue to enhance the arrangements to support children's mathematical development further and maintain their rapid progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and chair of the committee.
- The inspector looked at children's records, the planning documentation, evidence of the suitability of staff working within the pre-school and a range of other documentation.
- The inspector also took account of the feedback from parents and carers.

Inspector

Parm Sansoyer

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff are extremely vigilant about children's safety and safeguarding issues are given high priority. They work extremely closely with parents and other professionals to reduce any risk of harm. There are highly effective systems in place to monitor practice and the educational programmes. The manager works alongside staff and provides excellent support, coaching and direction for them. Only the highest standard is acceptable and staff are supported exceptionally well to raise their skills and benefit from targeted training. As a result, teaching is outstanding. Self-evaluation is an ongoing process and includes the views of children, parents and staff. Findings are used astutely to drive continuous improvement. For example, the scope to further accelerate children's achievement in mathematics has been identified as a priority. The committee, which includes a number of parents, is heavily involved in providing support to the manager and actively helps shape the service offered.

Quality of teaching, learning and assessment is outstanding

Staff use an excellent range of teaching skills and strategies to capture children's interest and keep them fully engaged. The small nature of the group helps staff get to know all children extremely well and they are deployed superbly to meet their individual learning needs. Staff make the most of time they spend with children. They target those who have been identified as needing additional support to help narrow gaps in learning quickly. Staff observe and track children's progress diligently and set precise targets for each child to ensure they make excellent progress. They have the highest expectations of children. They support young children extremely well as they explore and investigate the exciting activities and stimulating resources available with great confidence. This provides a secure base for staff to build on children's literacy and mathematical development successfully.

Personal development, behaviour and welfare are outstanding

Staff take full advantage of the Forest School area. It provides excellent opportunities to teach children about the changing seasons and natural wildlife. Children learn to take risks in a controlled environment as they climb trees and work as a group around the camp fire. The nurturing staff are highly sensitive to the emotional needs of children. Children show high levels of control and cooperate well. They have a strong understanding of how to lead a healthy lifestyle. For example, they know how to keep their bodies healthy through eating well, exercise and good hygiene routines. Staff ensure they are extremely well prepared for their next stage of learning. For example, the meticulously planned weekly 'stepping stones' session ensures children transferring to school are confident and ready.

Outcomes for children are outstanding

All children, including those who speak English as an additional language, make excellent progress from their starting points. Children excel in their literacy development and already have a secure knowledge of linking sounds to letters. Children's language skills are excellent. They speak with confidence, initiate conversation and display high levels of concentration. They listen intently and learn to follow simple rules and instructions. Children of all ages behave exceptionally well and show respect for each other.

Setting details

Unique reference number	224171
Local authority	Shropshire
Inspection number	854666
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	18
Number of children on roll	54
Name of provider	Puddleducks Pre-School Provision Committee
Date of previous inspection	23 November 2011
Telephone number	01952 884420

Puddleducks Pre-school Broseley registered in 1997. It operates from a demountable building within the grounds of John Wilkinson Primary School in Broseley, Shropshire. The pre-school is open five days a week during school term times, from 9am until 5.15pm. This includes an after-school session for pupils of the school from 3.15pm until 5.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. There are six members of staff employed. Of these, one holds Early Years Professional status and five hold a qualification at level 3.

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