

# Cuddles Pre-School

Community Centre, Swaledale Road, Dartford, DA2 6JZ



## Inspection date

9 June 2016

Previous inspection date

6 July 2015

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

## Summary of key findings for parents

### This provision is good

- Staff carefully plan activities and provide a purposeful learning environment. Children confidently make their own choices in play. For example, they enjoy exploring and digging with soil and sand.
- Staff create a welcoming and stimulating environment. Children are happy and form close relationships with their key person and staff. Children behave well. They learn good manners and to be kind and considerate to others.
- The manager is committed to making ongoing improvements. She includes staff, parents and other early years professionals effectively in the evaluation of the pre-school. They successfully identify strengths and areas for further development.
- Children make good progress in relation to their starting points. They are well prepared for their next stage in learning and eventual move on to school.
- Successful partnerships with parents and other professionals help to promote continuity in children's care and learning.

### It is not yet outstanding because:

- Children do not always have enough opportunities to consider different mathematical concepts, such as size and measurement.
- Staff do not always provide children with a wide range of opportunities to explore and learn about technology within their play.

## What the setting needs to do to improve further

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

- increase opportunities to extend children's understanding of mathematics, such as size and measurement
- increase opportunities for children to use and learn about technology within their play.

### 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 held discussions with the manager, staff and children.
- The inspector carried out a joint observation with the manager.
- The inspector viewed documentation, including children's records, policies, procedures, self-evaluation and suitability of staff working with children.

### Inspector

Nicola Chambers

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff have successfully addressed the actions and recommendations set at the previous inspection. For example, the manager has implemented systems to monitor children's progress effectively. She examines information on children's development to assess how individual and groups of children are progressing, and address any gaps in their learning. For example, staff created exciting opportunities to increase boys' early writing skills. Staff receive regular guidance and support from the manager. For example, she monitors their practice and identifies training needs to help improve their practice. Staff maintain good communication with other early years professionals involved with individual children. For example, they discuss strategies to help provide children with continuity of care and learning. Safeguarding is effective. Staff attend regular safeguarding training and have a good understanding of the procedures to follow if they have any concerns about a child's welfare.

### Quality of teaching, learning and assessment is good

Staff plan activities and use successful interactions to help challenge children in their learning according to their age and abilities. Staff closely observe and assess children's progress. This helps them to quickly identify and address any gaps in their learning. Children develop good communication and language skills. For example, staff sit at children's level and allow sufficient time for children to think and respond to thought-provoking questions.

### Personal development, behaviour and welfare are good

Staff are positive role models. For example, they provide a large amount of praise and encouragement, which helps to develop children's confidence and self-esteem. Children learn to keep themselves safe. For example, they learn to walk inside and take part in regular emergency evacuations. Staff effectively support children's understanding of being healthy. For example, they encourage discussions about food that is good for them and eat healthy options for snacks. Children enjoy exploring the well-resourced outdoor learning environment. For example, they climb, balance and show good physical skills when catching bubbles.

### Outcomes for children are good

Children make good progress. They develop key skills in readiness for their move on to school. Children develop skills for writing through activities, such as painting and drawing with different materials. Children develop their skills in counting in exciting ways, for example as they jump to catch bubbles. Children learn to listen and follow instructions well. They also listen to each other and are confident to share their ideas during their play.

## Setting details

<b>Unique reference number</b>	EY436747
<b>Local authority</b>	Kent
<b>Inspection number</b>	1021413
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	35
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Cuddles Ltd.
<b>Registered person unique reference number</b>	RP531103
<b>Date of previous inspection</b>	6 July 2015
<b>Telephone number</b>	07722514729

Cuddles Pre-School registered in 2011. The pre-school operates from a community hall on the Fleet estate in Dartford, Kent. The pre-school opens Monday to Friday from 9am to 12pm, during term time only. There are six members of staff; of whom, four hold early years qualifications at level 2 and 3. One member of staff holds an early years foundation degree. The nursery receives funding to provide free early education for children aged two, three and four years old.

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