

# Puddleducks Pre School

Croughton C Of E School, High Street, Brackley, Northants, NN13 5LT



<b>Inspection date</b>	21 September 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- The manager keenly leads and inspires her staff team to provide high-quality childcare. The manager encourages her staff to continue to develop professionally by providing good levels of support to help them successfully complete higher-level qualifications.
- The staff team works closely together; the team contributes to the setting's self-evaluation and understands its priorities for improvement.
- The key-person system is effective and useful information is provided to parents about the experience and role of their child's key person. Staff are knowledgeable about children in their key group. Key staff understand their children's current level of development and what they need to do next in order to continue to make good progress.
- Children's emotional needs are well supported. Settling-in arrangements are agreed with parents on an individual basis to ensure they are tailored to meet parents' wishes and their children's individual needs.
- Children learn how to lead a healthy lifestyle. Staff take all opportunities to promote a healthy diet and explain to them the impact of good foods on their bodies. Children enjoy a nutritionally valuable diet, made up of plenty of fresh fruit and vegetables.

### It is not yet outstanding because:

- Although staff promote some aspects of children's mathematical development, they are not always consistent in enabling children to count and compare numbers as they play.
- Children's deeper thinking is not consistently extended. There are occasions when staff do not utilise opportunities to ask them questions to make them think during their play.

## What the setting needs to do to improve further

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

- extend opportunities for children to count and compare numbers and quantities as they play
- extend children's thinking and speaking skills, asking them more questions to make them think as they play.

### Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector held meetings with the manager and spoke to staff and children at appropriate times during the inspection.
- The inspector conducted observations of the activities and evaluated the teaching methods with the manager.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector checked evidence of staff members' suitability, qualifications and training.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Hayley Lapworth

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and her staff work well together as a team. They build good relationships with parents and other providers where children attend more than one setting at any one time. The manager monitors her staff's performance through appraisals and observing them while caring for children. Staff's individual strengths are rewarded and areas to improve are identified. Appropriate training is sought, improving outcomes for children and their families. The arrangements for safeguarding are effective. The staff are knowledgeable about their roles and responsibilities in the event of a concern about a child in their care. The manager ensures all staff are aware of recent legislation and publications to protect children from abuse and harm. All parents and grandparents are very happy with the service they receive. They describe the staff as very friendly and supportive. They especially appreciate the good progress their children make and the staff's approach to keeping their children safe.

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

Children are provided with a good balance of child-led and adult-led activities. Staff ensure that the planning of activities includes opportunities for children to develop across the seven areas of learning. Children enjoy their experiences and are keen to access new, less familiar activities. For example, children eagerly await their turn to lie down on large sheets of paper, to be drawn around by their peers. Children are extremely articulate and confident in developing relationships with staff and visitors. They readily share their experiences from home and really enjoy conversing with adults. Staff undertake observations of children's learning and make accurate assessments about what they know and can do. This information is then successfully used to inform future planning and shared with parents.

### Personal development, behaviour and welfare are good

The manager and her staff are warm and attentive towards children in their care; they sensitively provide them with care specific to their needs. For example, they encourage children to lie down and take a rest by lying down with them and reading a story. The children settle on arrival and enjoy the relationships they share with their peers, many of whom share close friendships. Children's behaviour is good. This is because the staff help them to learn right from wrong. Staff remind children how to be kind to their friends and respect one another and adults. Good manners are continuously promoted and the staff act as good role models. Staff regularly praise children for their achievements, regardless of how big or small these may be. Children are praised regularly, for example, for good listening and spreading butter on their fruit teacakes.

### Outcomes for children are good

Children's development is effectively monitored and staff are successful in identifying gaps where children may need additional support. Children are motivated and inquisitive learners and are developing good skills for future learning and in readiness for the move on to school.

## Setting details

<b>Unique reference number</b>	EY485372
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	1001587
<b>Type of provision</b>	Full-time 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>	24
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Lesley Grant
<b>Registered person unique reference number</b>	RP513344
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01869811222

Puddleducks Pre School was registered in 2014. It employs six members of childcare staff, all of whom hold early years qualifications at level 3 or above. The pre-school opens Monday to Friday, from 8am to 6pm. It provides funded early education for two-, three- and four-year-old children.

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