

# Puddletown Pre-School

Puddletown First School, Dorchester Road, Dorchester, DT2 8FZ



<b>Inspection date</b>	12 January 2017
Previous inspection date	2 June 2014

<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
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

- Staff are exceptionally warm and caring towards the children. Children form extremely close bonds with the staff and thrive in the nurturing environment. Children feel extremely safe, are exceptionally confident and very emotionally secure.
- The management team is dedicated to providing a high-quality provision. It supports staff well to develop their skills and knowledge to ensure positive outcomes for children. For example, training has helped them improve how they manage children's behaviour extremely well.
- Staff plan a wide range of learning experiences and activities which provides children with good challenge and interest. Children are happy, settled and thoroughly enjoy their time at the pre-school. All children make at least good progress from their individual starting points.
- The management team involves staff well to reflect on their practice and identify areas to improve. This has helped them to improve information sharing with parents.

### It is not yet outstanding because:

- Occasionally, staff do not plan large group activities effectively to keep all children interested and engaged at all times.
- The manager and staff do not use their accurate assessments to monitor the progress of different groups of children, to help them evaluate the effectiveness of learning more precisely to target any potential gaps and patterns in learning.

## What the setting needs to do to improve further

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

- review the pace and length of large group activities to keep children fully engaged and interested for the whole duration
- track the progress of groups of children to easily recognise and target any potential gaps and patterns in their learning.

### Inspection activities

- The inspector observed the quality of teaching and 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 the chairperson, and spoke to staff, children and parents.
- The inspector sampled a range of documentation, including children's learning records and safeguarding procedures.

### Inspector

Michelle Tuck

## Inspection findings

### Effectiveness of the leadership and management is good

The management team and staff keep their safeguarding knowledge up to date and know the signs or symptoms that may be a cause for concern. They are aware of the correct reporting procedure to follow. Safeguarding is effective. The manager supports staff well to monitor individual children's progress effectively. They plan activities and experiences well in response to children's individual interests and next steps in learning. They identify any gaps in learning and close these quickly. Partnerships with parents, external agencies and other early years settings are very strong. The management team and staff share information consistently with them and use it effectively to support children's learning. They support parents well to continue children's learning at home.

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

Children have many opportunities to develop their mathematical knowledge. For example, staff support them well as they play a game, throwing dice and moving the correct number of spaces along a board. Children work well together as a team to find ways to move from one side of the playground to the other without touching the ground. They use planks of wood and good communication skills to share and try out their ideas. Staff support children's communication and language skills effectively. For example, they encourage younger children to use descriptive words to talk about the models they make from recyclable materials. Children benefit from daily opportunities to be physically active. For example, they enjoy riding on wheeled vehicles, using their imaginations as they pretend to be police officers and stopping the 'robbers' in their pretend play.

### Personal development, behaviour and welfare are outstanding

Children benefit enormously from the nurturing environment staff provide. Staff are excellent role models to the children and highly skilled in helping them to recognise their feelings and manage their behaviour. For example, children have a very strong sense of right and wrong. They use their language exceptionally well and independently access resources, such as a sand timer, to help them negotiate with one another to share toys and resources. Staff are extremely quick to recognise when children consider the needs of others or successfully manage their emotions and feelings, giving them much praise and encouragement, which very effectively boosts children's self-esteem.

### Outcomes for children are good

Children are confident learners. They enjoy a wide range of experiences that motivates them to learn and prepares them well for the next stage of their learning and school. For example, all children develop a strong interest and enjoyment in books and stories. Children manage tasks successfully for themselves. For example, they put on their coats to go outside, pour their drinks and cut their fruit at snack time.

## Setting details

<b>Unique reference number</b>	EY473896
<b>Local authority</b>	Dorset
<b>Inspection number</b>	1069990
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Puddletown Playgroup Committee
<b>Registered person unique reference number</b>	RP910792
<b>Date of previous inspection</b>	2 June 2014
<b>Telephone number</b>	01305 849533

Puddletown Pre-School re-registered in 2013 at the current premises. It operates from a classroom within Puddletown First School in Puddletown, near Dorchester, Dorset. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years. They open Monday to Friday during term time only from 8.45am to 3pm. There are seven members of staff. Of these, one member of staff has qualified teacher status, two are qualified to level 5 and four members of staff are qualified to level 3.

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