

Puddleducks Nursery And Pre-School



Pewsey Childrens Centre, Wilcot Road, PEWSEY, Wiltshire, SN9 5EW

Inspection date	20 January 2017
Previous inspection date	16 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Puddleducks has a relaxed and cheerful atmosphere which helps children settle quickly. There are lots of good quality toys and resources for children to play with.
- The manager and staff are a friendly and professional team. Staff have a good understanding of each child's level of skills and interests because they readily share information about learning and welfare needs.
- Staff pay great attention to building children's self-confidence and helping them develop independence. This helps children be ready for the next stage of their learning, or for school when the time comes.
- Staff demonstrate positive relationships with parents and all others involved in children's care and learning.
- Staff make precise assessments of children's learning. As a result, they have a clear picture of what children can do.

It is not yet outstanding because:

- In some instances, teaching does not take full account of what staff know about children's abilities and interests. As a result, some activities are too easy or not interesting enough and do not help children learn as much as they could.
- Leaders are yet to implement highly effective systems to monitor and develop staff teaching practice. Observations of staff practice are sometimes infrequent. Feedback is not sufficiently detailed to help staff improve their teaching skills to the highest levels.

What the setting needs to do to improve further

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

- provide children with consistent, high quality learning experiences that enable them to build rapidly on their knowledge and skills and make the best possible progress in all areas of learning
- ensure all staff have frequent and meaningful opportunities to improve their teaching practice and ensure when they are observed, feedback results in consistently very good teaching.

Inspection activities

- The inspection was carried out by two inspectors.
- The inspectors spoke with children, parents and staff.
- The inspectors spent time observing children playing and learning in both rooms of the setting and the outdoor area.
- The inspectors met with the manager and directors to discuss how the setting is led and managed.
- The inspectors carried out a joint observation of teaching in the pre-school room.
- The inspectors reviewed a range of documentation including staff suitability checks, policies, staff files, planning and assessment information.

Inspector

Susan Mann HMI and Linda Dawe

Inspection findings

Effectiveness of the leadership and management is good

Leaders have an accurate view of what works well at the setting. In the main, they know what needs to be improved to enhance the quality of care and education. Following training, for example, managers evaluated accident records and made a number of changes to the environment which further improved safety. The number of minor accidents at the setting was halved over a period of three months as a result. Safeguarding is effective. Staff know what concerns should be pursued to protect children's welfare. Monthly staff meetings contain regular updates and checks on their safeguarding knowledge. The manager and staff work very closely with families in need of extra help. They work with parents to share key information and encourage them to ensure their children attend sessions. The setting has recently started to track how well key groups of children learn. Staff use information about the progress boys and girls make and check that all have suitable opportunities to help them learn. Leaders foster good links with the local school and children's centre and this benefits children and their families.

Quality of teaching, learning and assessment is good

Children readily play and join in with activities such as dressing-up. The pre-school children follow the routines of their session confidently, participating with small group work and 'show and tell' sessions, for example. On the whole, staff teach children well. Activities are planned to cover all areas of learning. Staff are always on hand to help children develop their speaking and listening skills through phonics sessions or informally during play, for example. Younger children are nurtured by caring staff. Children have frequent opportunities to play and explore good quality resources. Almost all children make good progress as a result. However, sometimes teaching does not challenge children, especially those who are older or more-able, to think and learn even more. This prevents some children from making the best possible progress.

Personal development, behaviour and welfare are good

Children behave well. Staff quickly and effectively deal with rare occasions when there is unwanted behaviour. Children cooperate well with each other and readily share toys. They create joint paintings, play football together and take turns on the slide, for example. Most children are eager to learn, although sometimes teaching does not engage them well enough and their levels of interest trails off. Children are physically active, choosing to play outdoors for much of the day and jump around during group 'warm-up' physical exercise sessions.

Outcomes for children are good

The setting places high emphasis on helping children develop their communication and literacy. All children make good progress from their starting points. Children in the pre-school reach at least typical levels in their overall learning and development. Younger children do well in their personal, physical and communication development. Children who need extra help do particularly well because staff work collaboratively with parents and other professionals to meet children's individual needs.

Setting details

Unique reference number	EY454837
Local authority	Wiltshire
Inspection number	1041744
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	0 - 8
Total number of places	38
Number of children on roll	93
Name of registered person	Puddleducks Nursery And Pre-School
Registered person unique reference number	RP532058
Date of previous inspection	16 April 2013
Telephone number	01672562371

Puddleducks Nursery and Pre-school was first registered in 2010 and then re-registered in 2012. It offers early years and out-of-school care each weekday from 8am until 6pm throughout the year. It is run by company directors. The nursery and pre-school operate from purpose built premises situated within Pewsey Children's Centre. The setting employs 13 staff, including the manager. All staff hold a relevant early years qualification and three of the team have qualifications above level 3. The setting receives funding for the provision of early education for children aged two, three and four years. Puddleducks provides before and after school care for children who attend the nearby school.

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