

# Cuddly Koalas Pre-School

Seaton Road, Broughton Moor, MARYPORT, Cumbria, CA15 8ST



## Inspection date

16 March 2017

Previous inspection date

14 December 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Since the last inspection the committee, manager and staff team have worked hard with the local authority to address the previous action and recommendations. They are passionate about the pre-school and do their utmost to continue to deliver a high-quality service for children and families.
- Children form strong bonds and develop close relationships with all staff. They are happy and very settled. Children are eager to learn and show good levels of concentration. They play in a well resourced, well-organised environment where staff supervise them well at all times.
- The manager monitors all aspects of the pre-school provision very well. She pays close attention to the professional development of herself and her staff and tailors the training to match the learning needs of children attending the pre-school. This means that children's skills are strengthened and they make good progress in their development.
- Parents are warmly encouraged to be active in their children's learning. The regular sharing of information about what they do in pre-school and children's ongoing achievements, enables parents to extend their learning at home.

### It is not yet outstanding because:

- Staff sometimes carry out simple tasks for children that they could undertake for themselves.
- Staff do not focus well enough on helping children to learn about different people, cultures, and communities outside their own.

## What the setting needs to do to improve further

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

- support children's independence even further and help them to carry out some age-appropriate tasks for themselves
- provide even more opportunities for children to learn about different people, cultures and communities outside their own.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Carys Millican

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff attend safeguarding training. They are aware of the procedures to follow and who to contact if they have concerns about a child's welfare. Robust procedures are in place to ensure the suitability of those associated with the pre-school. The manager observes staff's teaching practice and supports their continued professional development. The manager and staff reflect on their practice to ensure that they meet children's needs and parents are included in this process. Staff have identified key areas they would like to improve even further in the future. Staff monitor and track children's progress. This ensures that any gaps in their learning are quickly identified and suitably addressed. Partnerships with parents, other professionals and other settings are well established. Information is regularly shared with parents and teachers when children get ready for their move on to school.

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

The well-qualified staff are enthusiastic and highly motivated. They know their children well and plan challenging activities that capture their interests. Children are helped to develop good communication and language skills. Staff extend children's knowledge of letters and sounds by identifying associated objects and introducing new sounds through music and singing. Children engage in interesting conversations with staff and with their friends. They are confident to share their views in groups and acquire good listening and thinking skills. Staff encourage children to count during practical routines and during their play and planned activities. For example, they encourage children to name and count the fruit the caterpillar eats in the storybook. Children are motivated to learn and staff hold their attention for long periods of time.

### Personal development, behaviour and welfare are good

Staff provide a calm, warm and friendly environment where children and families always feel welcome. An effective key-person system is in place. This helps children to build up close relationships with staff so they feel safe and secure. Staff are knowledgeable about children's individual needs, interests and preferences. Therefore, children thrive in staff's company and make good progress in their development. Staff are positive role models. They remind all children about using good manners and help them to learn to share and take turns in group activities. Children sit at circle time and listen carefully to staff and follow their lead. Their behaviour is excellent. Children learn about the importance of healthy lifestyles during their play. They have access to the outdoors every day and take part in physical activities inside.

### Outcomes for children are good

All children are progressing well from their starting points. Staff plan fun activities that support children's learning. They build on children's skills and then further develop the next steps in their learning. Staff use children's interests in activities and extend these topics very effectively. Children also enjoy initiating their own play. They are active, confident learners who play very well alongside their peers. All children are well prepared with the skills they need for the next stage in their learning, including starting school.

## Setting details

<b>Unique reference number</b>	317484
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	1080511
<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 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Cuddly Koalas Broughton Moor Pre-School Committee
<b>Registered person unique reference number</b>	RP909692
<b>Date of previous inspection</b>	14 December 2016
<b>Telephone number</b>	01900 815 029

Cuddly Koalas Pre-School was registered in 1987. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The manager holds an appropriate early years qualification at level 4. The nursery opens from Monday to Friday, during term time. Sessions are from 9am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

