

Puffins Pre-School

Newton Tony Memorial Hall, Newton Tony, Salisbury, Wiltshire, SP4 0HF



Inspection date	28 June 2017
Previous inspection date	23 January 2015

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

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has not notified Ofsted of the changes to all committee members within the required timescale. Ofsted has not been provided with the required information to check the suitability of all committee members.
- Occasionally, some staff miss opportunities to encourage younger and less confident children to participate in activities, to support their learning experience fully.
- Staff miss opportunities to support all children to understand what is expected of them during changes in the routine and activities, to allow them to end their play to their satisfaction.
- Leaders do not evaluate the provision well enough to help identify and address all areas for improvement.

It has the following strengths

- Leaders establish strong relationships with teachers, providing consistent support for children as they prepare to move on to school. They work closely with other professionals involved in children's care and learning to meet children's needs.
- Staff use effective systems to observe, assess and plan for children's progress, to build on their knowledge. Leaders monitor these systems successfully to make changes where they identify weaker areas in learning. They use funding effectively to ensure any gaps in learning quickly narrow. Children make good progress in their learning.
- Partnerships with parents are strong. Staff use various strategies to keep parents well informed about their children's learning and how to extend learning at home.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- provide Ofsted with information on the current committee members, to enable the required suitability checks to be carried out. 28/07/2017

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

- make full use of all opportunities to consistently encourage the less confident and younger children to participate, to promote their confidence and help them to fulfil their potential
- provide clear messages to help children understand when there is to be a change in activities so they can finish what they are doing and end their play for themselves
- develop the self-evaluation process to identify and target all areas for improvement.

Inspection activities

- The inspector observed the activities and the quality of teaching throughout the pre-school.
- The inspector held discussions with the leadership team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including staff suitability checks, risk assessments, self-evaluation, observations, assessments, and documentation linked to checking children's progress.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector conducted a joint observation of staff practice and discussed this with the manager.

Inspector

June Robinson

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Leaders and staff have a good understanding of what to do if they have a concern about a child's welfare. They attend regular training to keep their knowledge up to date. However, the provider has failed to notify Ofsted of a change to a member of the committee within the required timescale. This means that Ofsted has not been able to carry out the required suitability checks. Nevertheless, this does not affect children's experiences or their safety because committee members are never left unsupervised with children. Recruitment and induction procedures are effective in checking staff's initial, and ongoing, suitability. Staff are well qualified and are supported well by leaders. For example, staff access training to update their professional skills. They have used new knowledge well to help children who have special educational needs and/or disabilities. Self-evaluation is not effective in identifying all areas for improvement.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn. They use their observations and assessments of children's achievements to provide stimulating play activities that enhance children's learning. Staff help children to understand how their bodies work, such as making models of skeletons to learn about the different bones and how they protect the organs in their bodies. Staff challenge children to predict and test their ideas, for example, exploring the best way to stop water from pouring through small holes in a container. They support children well to understand about similarities and differences between themselves and others, including teaching children to learn to count in different languages.

Personal development, behaviour and welfare require improvement

Children's welfare is at risk due to the weakness in the leadership and management section of the report. Children behave well. They are supported well by staff to understand about fairness and taking turns, such as through their engagement in sports day activities. However, on some occasions, staff miss opportunities to help children understand that there are to be changes in their daily routines, to give them sufficient time to end their play. Staff support children to develop high levels of self-esteem. For example, they celebrate children's achievements with 'star of the week' certificates. However, on some occasions staff miss the opportunity to engage some quieter and less confident children fully.

Outcomes for children are good

Children develop good skills to support them in their future learning and the move to school. They concentrate and listen attentively to staff during adult-led activities. Children develop good early literacy skills. For example, they complete patient information forms in their pretend doctor play. Children explore and experiment, for instance, they notice and comment on the changes to shaving foam when they add water, paint and glitter.

Setting details

Unique reference number	EY233505
Local authority	Wiltshire
Inspection number	1091455
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	13
Name of registered person	Allington Methodist Pre-School Committee
Registered person unique reference number	RP520728
Date of previous inspection	23 January 2015
Telephone number	07754 738 678

Puffins Pre-School registered in September 2003. It operates from the Memorial Hall adjoining the primary school in the rural village of Newton Tony near Salisbury. The pre-school is open on Monday and Wednesday from 9am to 3pm and on Tuesday, Thursday, and Friday from 9am to midday, during school term time only. Two members of staff work with the children. Of these, the manager holds an early years degree and the other member of staff holds a relevant qualification at level 3. The pre-school receives funding for the provision of free early years education for children aged two, three and four years.

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.

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