

Puffins at Newton House

156 Newton Road, Torquay, Devon, TQ2 7AQ



Inspection date

17 July 2017

Previous inspection date

29 January 2014

| 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

- Children arrive happily and settle quickly. They form close relationships with the staff team and build good friendships with their peers. Staff know the children well, such as recognising any dietary requirements, and effectively meet their emotional needs.
- Staff accurately assess children's development to identify their current stage of learning and build on what they know and can do. The provider monitors children's progress well to reflect on the quality of teaching. This helped them to recognise that some staff were not assessing children correctly, so promptly addressed this successfully. All children make good progress in their learning.
- Children benefit from a broad range of experiences that supports their early reading and writing skills. For instance, staff encourage them to notice the marks they make and copy writing in flour and trays of cooled hot chocolate with their fingers.
- Self-evaluation is effective in helping the provider and manager identify and target areas for improvement, to maintain positive outcomes for children. For example, they have introduced new planning and assessment systems since the last inspection, to focus more on individual children's learning needs and simplify assessment records.

It is not yet outstanding because:

- At times, the quality of teaching is not consistently as high in the toddler room as it is for older children. For example, on occasion, staff interrupt children's focus and engagement during spontaneous play to carry out routine tasks.
- Staff do not routinely provide as much support for children to learn about the natural world, people and different communities, and technology, as they do in other areas.

What the setting needs to do to improve further

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

- develop the quality of teaching further in the toddler room, so that staff do not interrupt children's play, they are more responsive to children's emerging interests and extend their learning further during spontaneous play activities
- provide more opportunities for children to explore and learn about the environment and their community, celebrate differences and other cultures, and investigate technology toys.

Inspection activities

- The inspector carried out a joint observation with the manager, to evaluate the quality of teaching and learning during an activity with toddlers.
- The inspector observed children during whole group activities, and play indoors and outside.
- The inspector spoke with children, parents and staff to take account of their views.
- The inspector held discussions with the provider and manager at an appropriate time during the inspection.
- The inspector sampled a range of documentation, including self-evaluation action plans, children's learning records, and staff qualifications and training certificates.

Inspector

Sarah Madge

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The provider, manager and staff team have a clear understanding of child protection issues. They know how to refer any concern relating to a child's welfare to the appropriate authorities. They routinely carry out checks of the premises and implement robust procedures to provide a secure environment and promote children's safety. For example, they store medication out of children's reach and promptly inform parents of any minor accidents that occur. The provider and manager give good support and coaching to develop staff's skills and knowledge. For instance, they recognised that staff were not using enough mathematical language and planned a training session to focus on this. Staff now make good use of opportunities to introduce mathematical concepts, such as modelling the terms 'full' and 'empty' as children measure and pour 'tea'.

Quality of teaching, learning and assessment is good

Overall, staff use their good knowledge of children's interests to provide challenging activities that extend learning well. For example, when pre-school-aged children enjoyed exploring the texture of flour, staff gave them ideas of how they could play with it in different ways. The experience of throwing flour and clapping it between their hands to create 'clouds' of flour fully immersed the children and successfully focused their attention for a sustained time. Staff teach children basic signing from a young age and older children confidently think about and share their ideas with staff. This helps to support children's good communication and language development. Staff frequently share up-to-date information with parents about children's overall experiences and progress, to enable complementary care and learning.

Personal development, behaviour and welfare are good

Children show high levels of confidence, such as volunteering to share information about themselves during group activities, and persistently trying to serve fruit with a spoon at snack time. Staff use a good range of strategies to teach children to behave well. For example, they remind children to use a sand timer to help them take turns. Staff routinely promote children's healthy lifestyles, such as prompting children to follow thorough handwashing routines and providing plenty of time to exercise in the fresh air.

Outcomes for children are good

All children develop good skills that prepare them well for the next stage in their learning, including going to school. They develop good physical skills, such as when toddlers carry and pour watering cans of water, and older children gain good control and coordination of smaller movements. For instance, they learn to carefully copy their written name. Children focus particularly well on their chosen tasks, and are eager to learn and explore.

Setting details

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| Unique reference number | EY300246 |
| Local authority | Torbay |
| Inspection number | 1108402 |
| 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 | 1 - 4 |
| Total number of places | 46 |
| Number of children on roll | 52 |
| Name of registered person | Puffins of Exeter Ltd |
| Registered person unique reference number | RP525259 |
| Date of previous inspection | 29 January 2014 |
| Telephone number | 01803 612446 |

Puffins at Newton House registered in 2002. It operates from a converted, semi-detached house on the outskirts of Torquay, in Devon. It is part of the Puffins of Exeter group of childcare centres. The nursery is open on weekdays from 7.30am until 6pm, for 51 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. There are 11 staff who work directly with the children. Of whom, one holds a relevant degree, one holds a level 4 qualification and six hold level 3 childcare qualifications. The nursery also employs a cook and housekeeper.

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