

# Muddy Puddles Pre-School

Harmony Community Arts Centre, St Hillary's Hall, Maidstone, Kent, ME15 9BQ



## Inspection date

8 September 2017

Previous inspection date

24 March 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

- Parents report that the partnerships with staff are very positive. Staff provide a consistent approach to children's learning and care through effective communication.
- The management team shows commitment and dedication to ongoing improvements and reflection of staff practice. It works well to continually develop staff practice and provides training to provide better outcomes for children.
- Children's language development is promoted well throughout the pre-school. Children are encouraged to experiment with language. Staff effectively encourage children's vocabulary during activities, such as using expressive language to describe objects children are exploring.
- Staff successfully deploy themselves to help meet the individual care needs of all children. They get to know the children well and consistently support them, where needed, to help ensure they reach their potential.
- Key persons work with parents to establish what children know and can do when they start at the nursery. From then on, the well-qualified staff team makes regular observations and plans challenging and exciting activities that help children make good progress in their learning and development.

### It is not yet outstanding because:

- Staff do not make the most of opportunities to help children fully explore and investigate their own ideas during planned activities.
- Systems for reviewing the quality of the setting do not consistently include the children's thoughts and views.

## What the setting needs to do to improve further

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

- ensure all members of staff challenge children effectively to develop their thinking skills and further extend their learning
- improve the process for evaluating the pre-school and include children's thoughts and views more consistently.

### Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke with parents and took account of their views.
- The inspector looked at relevant documentation, such as staff qualifications, adult-to-child ratios, and planning and assessment records.
- The inspector carried out a joint observation with the manager.

### Inspector

Anna Fisk

## Inspection findings

### Effectiveness of the leadership and management is good

The manager leads an enthusiastic and professional team. Staff have completed safeguarding and first-aid training. Managers make sure strong vetting procedures are in place that check staff are suitable to work with children. Regular staff supervision and appraisals are in place. This helps managers to assess and develop staff practice. Safeguarding is effective. Staff know the signs that may cause them to be worried about a child's safety or welfare and the procedures to follow if a concern arises. Effective risk assessments are in place and fully applied to provide children with a safe and secure environment in which to play. Overall, the systems for self-evaluation help provide an overview of ongoing development.

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

Children are particularly well supported in their learning. Staff provide gentle and sensitive approaches to children's development. They enthuse and encourage children to try new experiences. Planning is based on children's interests and needs. All areas of learning are equally supported, especially through adult-led activities that are designed to develop children's next steps in learning. Staff support children's communication and language development very well, for example, they make good use of visual prompts. The manager carefully monitors all children's development to ensure any learning gaps close. The commitment of the deputy manager ensures children who have special educational needs and/or disabilities make very good progress. They work closely with other agencies to provide good support when required, for example, with children who have overcome complicated limitations and gone on to the next level of their education with confidence.

### Personal development, behaviour and welfare are good

Children freely choose their own resources and activities. They understand the importance of taking turns and sharing. For example, they readily await their turn to use the recording resources, with the support of an adult. Children develop independence skills, such as opening their lunch packaging and helping to tidy away. They have good social skills and enjoy chatting at lunchtime, sharing stories about healthy food and their favourite films. Children are able to understand risk and to problem solve. For example, when moving sand and mud, they worked out how much more they needed to create the best mud mix. Children have opportunities to learn that people are different. They read stories from other countries and play with figures and dolls from different nationalities.

### Outcomes for children are good

Children develop the skills and learning they need for the next stage in their learning, including school. They have a wide range of opportunities to practise their early mathematical skills. Children learn to estimate and to recognise numbers. Children show confidence in their play. For example, they are keen to tell others about the resources they are using and explain how things work.

## Setting details

<b>Unique reference number</b>	EY468811
<b>Local authority</b>	Kent
<b>Inspection number</b>	1069770
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Charlene Elizabeth Luckhurst
<b>Registered person unique reference number</b>	RP516679
<b>Date of previous inspection</b>	24 March 2014
<b>Telephone number</b>	07743796754

Muddy Puddles Pre-School registered in 2013. The pre-school operates from a Community Arts Hall in Maidstone, Kent. It opens weekdays from 9am to 3.30pm, during term time only. The pre-school employs seven members of staff, all of whom hold appropriate early years qualifications at level 2 or above, including one member of staff who holds a Ba Hons in Early Years with early years professional status.

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