

Over Puddleducks Preschool



Over Community Centre, Drings Close, Over, Cambridge, Cambridgeshire, CB24 5NZ

Inspection date 14 September 2017
Previous inspection date 27 March 2014

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 ensured that all members of the management committee have submitted the information that Ofsted requires to confirm every person's suitability to manage a childcare provision.
- Not all staff use the assessment systems consistently to identify highly challenging next steps in children's learning and to inform planning.
- The pre-school has links with other settings that children attend or may be moving on to. However, precise details of children's learning is not always shared consistently.

It has the following strengths

- Children are cared for in a well-resourced and stimulating environment and participate in a good range of activities, indoors and outdoors. Additional funding is used well to support children's needs and staff are well qualified and enthusiastic.
- Parents are complimentary about the pre-school, describing it as a very happy place. They feel well informed about their children's development through informal conversations when they collect their children, also from more formal parents' evenings.
- The manager utilises childcare forums to keep up to date with changes in the childcare sector. Regular team and supervision meetings are used well to enhance staff interactions with children.
- Children have plenty of opportunities to learn about healthy lifestyles. They are provided with a healthy range of snacks and are helped to notice the effects on their hearts of music and movement activities.

What the setting needs to do to improve further

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

	Due Date
■ ensure Ofsted is provided in a timely way with the necessary information so the required checks can be completed to confirm the suitability of all management committee members.	21/09/2017

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

- implement assessment systems more rigorously so they consistently inform planning and help support children's achievements to the highest level
- enhance partnership working with other early years settings children attend so precise information is consistently shared, and children benefit from continuity and a highly collaborative approach in their learning and development.

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 to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and chair of the management committee. The inspector also looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Julia Sudbury

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is not effective. The provider has not ensured Ofsted has been provided with all the required information to enable the necessary suitability checks to be completed on a committee member, who has been in the post for some time. This compromises children's welfare. However, Disclosure and Barring Service checks have been obtained and the committee member does not have unsupervised care of the children. Other aspects of safeguarding are promoted well. Staff have a sound knowledge of how to keep children safe and the process to follow should they need to report any child protection concerns. Children are cared for in a safe and secure environment. Recruitment procedures for new staff are robust and they are supported well to understand their role. The management team reviews all aspects of the pre-school and gathers the views of parents and children to drive further improvement.

Quality of teaching, learning and assessment is good

Staff use a good range of teaching techniques. Activities remain available throughout the day, allowing children to return to them, further enhancing their learning. Staff engage well with children's ideas and help to extend and develop them. Opportunities for early mathematical understanding are woven through play as children talk about size, recognise numbers and start to play matching games. Staff support children's language development well. They sensitively correct pronunciations, provide children with new words and encourage them to share books and stories.

Personal development, behaviour and welfare require improvement

Children's welfare is not assured because the committee has not provided the required information to Ofsted. Nevertheless, children are happy at the pre-school and quickly build trusting relationships with staff. They are confident and show high levels of independence as they move around the indoor and outdoor environments and self-select resources. Children are consistently supported to understand and manage their feelings and behaviour. They are learning to share and take turns and older children are encouraged to support younger children to help tidy up. Staff support children to see risks they encounter in their play and work out how to minimise them.

Outcomes for children are good

Children are motivated learners and spend sustained periods of time engaged in their play. They develop hand-to-eye coordination as they play with bats and balls. As children balance on low beams they know that it is less slippery if they take their shoes and socks off. As they listen to stories they talk about the pictures in the books. Children discover the different sounds made as they tap wooden blocks on table tops, chair legs and carpeted floors. Children are developing the key skills required for the next stage of their learning, including school.

Setting details

Unique reference number	221787
Local authority	Cambridgeshire
Inspection number	1087678
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	21
Name of registered person	Over Puddleducks Pre-School Committee
Registered person unique reference number	RP904858
Date of previous inspection	27 March 2014
Telephone number	07866 096825

Over Puddleducks Preschool opened in 1998 and employs five members of childcare staff, four of whom hold childcare qualifications at level 3. The pre-school is open from 9am until 3pm, Monday to Friday, term time only. It 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.

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