

Puddlebrook Pre-School

Cartwheels Childrens Centre, Norton Road, Haverhill, Suffolk, CB9 8NF



Inspection date	24 November 2017
Previous inspection date	25 February 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

- The highly-motivated and well-qualified staff team works together very well. They are all aware of their own and each other's daily roles and responsibilities. This helps to ensure the day-to-day running of the pre-school is efficient.
- Staff's support and care for children who have special educational needs and/or disabilities is good. Effective strategies engage parents and external agencies in supporting children's sustained progress. This has a positive impact on all children's outcomes.
- The key-person system is strong and consistent. Right from the start, children form secure emotional attachments with their key person. They meet children's individual needs well and this helps to build their confidence and self-esteem.
- The managers implement effective systems for monitoring the progress that different groups of children make. This helps them identify any emerging gaps in children's development or staff's teaching. For example, they have added more mathematical activities into their plans for children's learning.
- Parents speak highly of the pre-school staff. They are kept very well informed of their children's development and say the staff offer them support and guidance as parents.

It is not yet outstanding because:

- Staff do not always model the correct use of words and phrases or encourage children to use language in different situations, such as for social conversations with their peers.

What the setting needs to do to improve further

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

- support staff to demonstrate to the children, how to pronounce words correctly and use opportunities to build on children's language skills.

Inspection activities

- The inspector observed staff interactions with children indoors and outdoors.
- The inspector spoke to staff and children, and held a meeting with the manager.
- The inspector observed an adult led activity with the manager discussed children's engagement and learning.
- The inspector looked at a sample of paperwork, including staff qualifications and suitability checks of staff. The safeguarding policies and procedures were also looked at.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Jill Hardaker

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff know the possible signs that children may be risk of harm and when and where to refer any concerns they may have. The provider has established robust recruitment procedures to help ensure that all staff are suitable to work with children. Staff performance is monitored through supervision meetings and targeted training. Staff talk about the positive impact training has had on their practice. For example, they have developed a good understanding of how to help children learn to understand about risk when they play outdoors. The manager and staff are highly reflective about their practice. They observe each other leading activities and give constructive feedback. This helps all members of staff to continually develop their teaching skills.

Quality of teaching, learning and assessment is good

Staff make regular observations and assessments, and plan well for children's next steps in learning. These are regularly shared with parents and with any other settings where children attend. This helps to promote continuity in children's learning. Staff provide many opportunities for children to recognise words and develop early writing skills. They encourage children to find their name cards and write their own names on pictures. Younger children enjoy making marks in foam. Staff model how to form letters and draw shapes, and children are pleased when they are able to do this themselves. Outdoors, staff provide activities to help children to recognise and sequence numbers. Children have fun searching for hidden numbers and matching them to colourful numbers charts.

Personal development, behaviour and welfare are good

Children settle well and are happy and content in the pre-school. Staff sensitively give children opportunities to express their feelings. This helps them to learn how to cope with difficult events in positive ways, such as by using words and drawing pictures. Children thoroughly enjoy the sustained amounts of time they can spend outdoors, in all weathers. They develop positive attitudes to healthy lifestyles and strong physical skills, for example, as they make obstacle courses. Staff use knowledge gained from training to provide parents with information on healthy packed lunches, to further promote children's health. Children demonstrate high levels of independence as they help to prepare their own snack and manage their personal care needs in readiness for school.

Outcomes for children are good

Children develop into independent learners as they choose from the wide range of stimulating activities. They show a good understanding of how to organise their own play. For example, they think about where they want different resources to go as they build an obstacle course. Children use books well for enjoyment and to find information from. They show a good understanding of how stories are structured as they join in with familiar refrains. All children, considering their starting points, gain good knowledge and skills that prepare them well for their next stage of learning and for starting school.

Setting details

Unique reference number	EY436406
Local authority	Suffolk
Inspection number	1088128
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	32
Number of children on roll	36
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Date of previous inspection	25 February 2014
Telephone number	01440 710655

Puddlebrook Pre-School registered in 2011. The provider employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday, during term times from 9am until 3pm. The pre-school is in receipt of funding to provide early education for two-, three- and four-year-old children.

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