

# Puddleducks Under Fives

Lawley Community Centre, Arleston Lane, Lawley Village, Telford, Shropshire, TF4 2PR



## Inspection date

Previous inspection date

29 November 2017

7 May 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 staff know the children well. Staff form good relationships with parents, working well with them to share information about children's progress at home and in the pre-school.
- Staff listen to and value children's opinions. They plan a range of interesting activities and resources based on children's interests and choices.
- Children enjoy their time at the pre-school and develop very good levels of independence. Older children develop friendships with others and younger children play well alongside their peers.
- Leaders evaluate effectively the quality of practice in the pre-school and clearly identify the strengths as well as areas to develop even further to improve outcomes for children.
- Children have opportunities to be creative and develop their own ideas as they paint or play musical instruments together.

### It is not yet outstanding because:

- Staff do not always make best possible use of teaching strategies to help less-confident children benefit fully from the activities or to support most-able children's interest and exploration of number problems.
- At times, the staff's planning for children's next stage of their development is inconsistent in how it supports them to make the best possible progress.

## What the setting needs to do to improve further

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

- use teaching strategies to support less-confident children to benefit fully from the learning in activities and extend most-able children's exploration of number problems
- review the consistency of how staff plan for children's next stages in learning to support their rapid progress.

### Inspection activities

- The inspector observed the quality of teaching during activities both indoors and outdoors and assessed the impact on children's learning.
- The inspector spoke to staff and children during the inspection.
- The inspector completed a joint observation with the pre-school leader.
- The inspector held a meeting with the manager of the pre-school and reviewed evidence of staff's suitability to work in the pre-school.
- The inspector spoke to parents and reviewed written feedback from other parents. She took account of their views.

### Inspector

Jennifer Getty

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure understanding of procedures to follow should they have a concern about a child's welfare and leaders check their knowledge to make sure this remains up to date. Leaders ensure staff are suitable to work in the pre-school. Staff ensure children can play in a safe and secure environment. Leaders regularly monitor the quality of teaching in the pre-school by carrying out observations. They use the information to help staff develop their teaching skills further. Information from the training that staff attend is used to develop and improve practice. Feedback from parents about the pre-school show they are happy with the care and education their children receive and they feel informed about their development.

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

Staff use their observations of what children can do to accurately assess their levels of development. They organise resources, so children enjoy a broad range of experiences. Staff regularly share their assessments with parents. They share ideas for what parents and children can do at home to further enhance children's learning. Children listen with interest as staff read stories to them. Staff model language well and encourage discussions with children about the characters. They promote children's communication skills during activities, providing a commentary during role play and introducing new vocabulary. Staff also encourage children to experiment and try things for themselves. Children enjoy mixing paints to achieve their desired colour.

### Personal development, behaviour and welfare are good

Children are learning to share and take turns. They behave well and respond quickly to gentle reminders from staff. They learn how to keep themselves healthy as they talk with staff about what they have for their packed lunch. Children enjoy being active as some choose to play outdoors on scooters and they know to keep themselves warm on a cold day. They develop good social skills and children can concentrate for longer periods of time as they work together to build a slide with crates. They feel confident to move resources and develop their own ideas. They have opportunities to learn about the wider world and are inspired to make binoculars after their walk outside, listening to the birds.

### Outcomes for children are good

Children develop skills they need to be ready for school. Staff listen to feedback from schools to help them prepare children for the move. They put emphasis on supporting children to develop good levels of independence and confidence. Older children put their coats on and find their hats and gloves before going outside. They learn routines as they find their packed lunches and help to tidy away. All children are supported to develop their language skills. Older children are beginning to form and identify the sounds that letters represent. Leaders make good use of additional funding so that children benefit and make good progress. They work well with parents and other agencies to tailor the teaching strategies for children who have special educational needs and/or disabilities.

## Setting details

<b>Unique reference number</b>	208250
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	1087649
<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>	26
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Puddleducks Under Fives Committee
<b>Registered person unique reference number</b>	RP904853
<b>Date of previous inspection</b>	7 May 2014
<b>Telephone number</b>	01952 872080

Puddleducks Under Fives registered in 1994. The pre-school employs seven members of childcare staff. Of these, six hold a relevant early years qualification at level 3. The pre-school opens from Monday to Friday, term time. It has a breakfast club from 7.45am. Sessions are from 8.45am until 11.45am and from midday until 2.45pm. Children can attend both sessions. The pre-school provides funded early education for two-, three- and four-year-old children.

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