

# Puddleducks Pre-School (Colchester) Ltd

Kendall Primary School, Recreation Road, Colchester, CO1 2HH



<b>Inspection date</b>	13 December 2017
Previous inspection date	11 December 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The pre-school is led and managed well. The management team enthuse and motivate staff. They work well together to meet children's individual care and learning needs.
- Relationships with parents and carers are friendly and trusting. Partnership working is a particular strength of this pre-school. Parents and carers hold staff in very high regard. They appreciate the unwavering support that they receive. Parents appreciate the good progress their children make in their learning and development while attending the pre-school.
- Staff support children's speech and language development effectively. They use sign language and pictorial prompts to help support children's developing vocabulary. Staff engage children in conversation, ask questions to encourage them to think and actively listen to what they have to say.
- Children respond exceptionally well to the high expectations of staff. Staff talk to children in a calm, respectful manner. They are highly effective in helping children to understand their own emotions and feelings, as well as those of others.

### It is not yet outstanding because:

- Children do not always have sufficient time to play and explore until their activities reach a natural conclusion. Staff occasionally interrupt children's play to move on with the routines of the day.
- Staff do not consistently give children enough support to develop their early writing skills.

## What the setting needs to do to improve further

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

- give children time to complete their chosen activities
- provide more opportunities for children to develop early writing skills.

### 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 with staff at appropriate times throughout the inspection and completed a joint observation with the provider/manager.
- The inspector held a meeting with the provider/manager and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, records of children's learning and a selection of policies and other records.
- The inspector spoke to parents during the inspection.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of the leadership and management is good

Management and staff reflect on activities and their daily practice. An action plan for the development of the pre-school is in place to help bring about continuous improvement to the quality of care, teaching and learning. There is a regular programme of supervision meetings for all staff and their professional development is supported effectively. The use of additional funding, such as the early years pupil premium, is monitored well. Gaps in children's learning are effectively identified and addressed. Safeguarding is effective. Staff have a good awareness of the indicators of abuse and know how to report concerns. Strong partnerships with the host school have been established. This helps to ensure that children are fully supported as they prepare for the next stage in their learning, such as moving into the Reception class.

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

Staff have a good understanding of the learning and development requirements. They know the children well and plan activities to support their continuing progress. Activities are rooted in children's interests and support children well as they get ready for school. Staff are led by what children want to do and there is a good balance of adult-led and child-initiated activities. Staff support children in purposeful play and learning. For example, they use puppets to help children learn about emotions, the feelings of others and how to manage conflict appropriately. Staff provide a lovely range of activities indoors and outside that promote all areas of learning. Good attention to planning for outdoor play helps to ensure that those children who learn best from being outside are able to do so. Children also develop their physical skills in the well-resourced garden.

### Personal development, behaviour and welfare are outstanding

Children's individual needs are at the heart of everything staff do. Staff give the highest priority to identifying and planning for children's individual needs, including those with special educational needs. The key-person system is implemented exceptionally well. In the absence of the key person, there is another named adult to help ensure that children's care and learning continues to be tailored to their individual needs. Staff are exceptionally caring towards the children. Children come into the pre-school readily and develop highly secure emotional bonds with staff. Staff are exceptionally good role models. They know about children's home lives and talk to them about their families, significantly enhancing their sense of belonging. Transitions from home to the pre-school are managed very well. Settling-in procedures are tailored to the individual needs of each child and their family.

### Outcomes for children are good

Children make good progress from their starting points. They develop the key skills needed to be ready for school. Children are confident and motivated learners who readily lead their own play. They develop a positive sense of themselves and learn about the wider world beyond their own experiences. Children enjoy stories and rhymes. They listen and concentrate well when they sit together as a whole group. Children learn about good health. They manage their personal hygiene relevant to their level of ability.

## Setting details

<b>Unique reference number</b>	EY400272
<b>Local authority</b>	Essex
<b>Inspection number</b>	1105033
<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>	40
<b>Name of registered person</b>	PuddleDucks Pre-School (Colchester) Ltd
<b>Registered person unique reference number</b>	RP529296
<b>Date of previous inspection</b>	11 December 2014
<b>Telephone number</b>	01206 868098

Puddleducks Pre-school (Colchester) Ltd registered in 1995. The pre-school employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above, including one member of staff with early years professional status. The pre-school is open from Monday to Friday during school term time. Sessions are from 8.30am until 3.30pm.

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