

Haddenham Puddleducks Pre-School



Scout and Guide Centre, Banks Park, Haddenham, Aylesbury, Buckinghamshire, HP17
8EE

Inspection date	24 January 2018
Previous inspection date	17 November 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

- Children enjoy their time at pre-school. They select toys and equipment that interest them and involve others in their play and investigations. They understand and follow the clear and simple rules set by staff and all behave very well.
- There is a good balance between self-chosen and adult-led activities. Children enjoy creating spiders from a traditional rhyme with paint, stones and glitter. They carefully write their names on their artwork, helping them to strengthen their early writing skills.
- Children are immersed in the local community. Each day, children take it in turns to go with staff to buy fruit for all the children to share at snack time. Staff take children to use the local school hall on a regular basis, helping children become familiar with the environment before they start school.
- Providers and managers effectively evaluate the quality of care and education. They value comments and ideas from parents and carers, staff and other professionals, helping to continually improve the pre-school.

It is not yet outstanding because:

- Staff do not always recognise opportunities to introduce and reinforce mathematical concepts and vocabulary in children's play and activities.
- Staff do not encourage children to solve problems, predict outcomes or find different ways to complete tasks.

What the setting needs to do to improve further

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

- make the most of opportunities to introduce and reinforce children's understanding of mathematical concepts and language in play and daily activities
- encourage children to solve problems, predict outcomes and find alternative ways to complete tasks for themselves and with their friends.

Inspection activities

- The inspector observed activities inside the pre-school. She spoke to children and staff at suitable times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held meetings with the manager and the administrator.
- The inspector checked evidence of the suitability of staff and committee members. She looked at a range of documents, including policies, training records and children's assessments.
- The inspector took into consideration the views of parents spoken to on the day and those expressed in letters and cards.

Inspector

Katrina Rodden

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Providers follow robust recruitment procedures to help ensure staff are suitable. The manager encourages all staff to work alongside social workers when the opportunity arises, helping to strengthen their knowledge and understanding of child welfare. The manager uses a variety of ways to monitor staff performance. This helps her identify areas for professional development. Staff are motivated to enhance their already good knowledge and understanding. For example, a recent workshop has inspired new ideas to help promote British values in more exciting ways. The manager has established good working relationships with external agencies and professionals. They regularly visit the pre-school, contributing to supporting children's good progress.

Quality of teaching, learning and assessment is good

Staff use their accurate observations of children to help plan activities that focus on children's next steps in learning. These are shared with parents and carers to help promote learning at home. Children play simple games on electronic devices. They understand that they need to move arrows in different directions to move objects and characters. Children use sand timers to self-regulate the amount of time they spend on this activity, helping children to manage time and turn-taking. Children sit on a large mat. Staff encourage them to reflect on the activities they have enjoyed throughout the session. They talk about what they have learned and what they have liked. This helps to build children's confidence while they speak and listen to others.

Personal development, behaviour and welfare are good

Staff teach children how to begin to keep themselves safe. Children learn how to safely cross roads during their regular walks. The key-person system is effective and well established. Staff quickly establish trusting relationships with children and their parents and carers. Staff encourage children to experience a nutritious and varied diet. They make sure that those children with allergies or specific dietary needs do not come into contact with unsuitable food, helping to keep them healthy. Staff encourage children to strengthen their muscles to help support their physical development. Children enjoy balancing on different-sized blocks.

Outcomes for children are good

Given their starting points, all children make good progress. Children are motivated to learn. They play with purpose and welcome staff's input and ideas. Children learn to recognise numbers and letters. From an early age, children learn to put on their own coats to help them become more independent. Additional sessions dedicated for children during the term before they start school give them even more opportunities to develop their skills in preparation for the next stage in their learning. This assists children to confidently move on to school.

Setting details

Unique reference number	140830
Local authority	Buckinghamshire
Inspection number	1070316
Type of provision	Full-time 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	40
Name of registered person	Haddenham Puddleducks Plygroup Association Committee
Registered person unique reference number	RP907834
Date of previous inspection	17 November 2014
Telephone number	07857 966 788

Haddenham Puddleducks Pre-School has been in operation for over 40 years and registered in 1992. It employs seven members of staff, all of whom hold appropriate early years qualifications at level 2 or above. The pre-school opens Monday to Friday, term time only. Sessions are from 9.15am to 3.30pm on Monday and Wednesday, from 9.15am to 1pm on Tuesday and Friday and from 9.15am to 11.45am on Thursday. Children attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-old children.

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