

Puffins Pre-School

Newton Tony Memorial Hall, Newton Tony, Salisbury, Wiltshire, SP4 0HF



Inspection date	30 April 2018
Previous inspection date	28 June 2017

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider does not have robust systems in place to coach, support and help staff to develop their knowledge and skills to support all children's learning well.
- The quality of teaching is variable. Staff do not consistently plan for children's individual learning needs or make sure that all children are consistently challenged in their learning, to help them make as much progress as they can.
- Staff are not proactive in seeking prompt support for children when they identify that they need some additional support, particularly with regard to children's speech and language.
- Although, some changes have been made by the provider, the self-evaluation systems to evaluate the provision are not sufficiently robust to identify all areas that need improvement.

It has the following strengths

- Staff provide a safe and welcoming environment, and children are happy and settled. They have positive relationships with adults and one another, and behave well.
- Children use their imaginations well. For example, they enjoy playing in the pretend shop, creating their shopping lists and choosing their pieces of fruit.
- Staff have strong links with the adjacent school. For example, they link closely with teachers and join in with school events, which helps children's transition on to school.
- Staff provide children with healthy and nutritious snacks. They adapt these to ensure that any allergies or specific dietary needs are followed, to support children's health.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ improve the support given to staff to increase their knowledge and skills and to raise teaching to a consistently good level 	25/06/2018
<ul style="list-style-type: none"> ■ make better use of observation, assessment and planning to provide children with sufficiently challenging activities geared to their individual learning, to help them reach their full potential 	25/06/2018
<ul style="list-style-type: none"> ■ improve monitoring of children's progress so that children in need of additional support are identified and prompt action is taken, so that they receive the support they need. 	28/05/2018

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

- develop the process of self-evaluation to help identify all areas that require improvement.

Inspection activities

- The inspector observed activities indoors and outdoors, the interaction between the staff and children, and looked at the play equipment and resources.
- The inspector completed a joint observation with the acting manager and discussed the impact of teaching.
- The inspector spoke with the provider, the acting manager, staff and some parents. She also talked with the children at appropriate times.
- The inspector looked at documentation, including a sample of children's developmental records, planning and staff suitability records.
- The inspector looked at, and discussed, systems used to evaluate the provision.

Inspector

Dinah Round

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider has addressed some of the weaknesses from the last inspection, including providing Ofsted with details of changes to the committee, so that required suitability checks can be completed. Staff carry out some assessments of children's individual progress but these are not consistent to help them target any gaps in children's learning effectively. The provider ensures that staff have access to some training, such as to update their first-aid qualification. However, reviews of staff practice do not focus sufficiently on the quality of teaching. Safeguarding is effective. Staff supervise children appropriately to help keep them safe. They understand their role and responsibilities to protect children and the procedures to follow if they have a concern about a child's welfare. The acting manager links with an early years adviser to help her reflect on some areas for development, such as increasing the resources in the outdoor play space. However, self-evaluation does not include all aspects of the provision in order to be fully effective.

Quality of teaching, learning and assessment requires improvement

Children enjoy coming to pre-school. However, staff do not plan learning opportunities that provide sufficient challenge, in particular for the older children, to enable them to reach their full potential. The staff understanding of how to support children's learning varies. For example, staff interact with children during role play but do not extend their learning further, such as to introduce numbers, shapes and sizes. Children are fascinated to experiment with real vegetables and paint to create different prints. They show care and control as they use brushes to paint the various vegetables and happily share resources with others. Children have access to outdoor play activities at set times.

Personal development, behaviour and welfare require improvement

Staff do not follow effective procedures to link with other agencies to make sure that children who need additional support receive this promptly. However, they exchange information with parents appropriately to keep them suitably informed about their children's care and development. Staff use a five-minute timer to help younger children understand when there is a change in the routine, such as at tidy-up time. Children listen and behave well. They are helpful towards others, such as working together to carefully put building bricks in the storage bag. Ongoing praise and encouragement from staff build children's self-esteem effectively. Children enjoy having special jobs, such as being 'snack monitor', as they help set out the cups and plates for snack time.

Outcomes for children require improvement

Children do not make the best possible progress in their learning due to the lack of challenge and support from staff at times. Younger children become more confident in managing their self-care skills due to sensitive support from staff. Children make some decisions about their play activities, such as selecting resources from the arts and crafts trolley, helping them become more independent in preparation for moving on to school.

Setting details

Unique reference number	EY233505
Local authority	Wiltshire
Inspection number	1108564
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	15
Name of registered person	Allington Methodist Pre-School Committee
Registered person unique reference number	RP520728
Date of previous inspection	28 June 2017
Telephone number	07754 738 678

Puffins Pre-School registered in September 2003. It operates from a memorial hall adjoining the primary school in the rural village of Newton Tony near Salisbury. The pre-school is open Monday to Friday from 9am to 3pm, during school term time only. Three members of staff currently work with the children. Of these, the manager holds an early years degree and another member of staff holds a relevant qualification at level 3. The pre-school receives funding for the provision of free early years education for children aged two, three and four years.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

