

Over Puddleducks Preschool



Over Community Centre, Drings Close, Over, Cambridge, Cambridgeshire, CB24 5NZ

Inspection date	12 June 2018
Previous inspection date	14 September 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 build very good relationships with staff, who are kind and attentive. Children demonstrate they are happy, confident and settled.
- Staff know the children well and have a good understanding of their interests. They plan a broad variety of enjoyable activities that promotes children's good progress.
- Children acquire good language skills. Older children confidently discuss their activities and express their ideas and interests. Staff engage children in conversations and encourage them to learn and use new words.
- Staff work hard to promote an ongoing partnership with parents. Parents express their pleasure at being engaged positively in their children's learning. They have opportunities to meet with staff and receive frequent updates.
- Children have daily opportunities to be active, indoors and outside. They learn to navigate obstacles with skill and enjoy the health benefits of energetic exercise.

It is not yet outstanding because:

- Managers do not yet analyse the progress made by different groups of children, to help them to develop targeted strategies that raise children's achievements to a higher level.
- Staff do not make the most of their partnerships with local schools to promote a consistent approach that helps to enhance children's readiness for the next stage of their education.

What the setting needs to do to improve further

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

- analyse the progress made by different groups of children to develop effective strategies that help to raise children's achievements to a higher level
- extend partnerships with local schools to promote a more consistent approach that helps to enhance children's readiness for the next stage of their education.

Inspection activities

- The inspector carried out a joint observation with the manager. The pre-school's action plan for improvement was looked at and discussed.
- The inspector spoke with the chairperson of the committee and the manager. Documents were sampled, including evidence of the suitability of staff and committee members, and children's records.
- The inspector took account of the views of parents through discussion and written feedback.
- The inspector observed children's activities and their interactions with staff. She spoke with staff and children during the inspection.

Inspector

Veronica Sharpe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand the procedures that help them to protect children. They attend regular training to refresh their knowledge of the signs of possible child abuse or neglect. The management committee has clear procedures to help to ensure any new members undertake the necessary suitability checks. Staff benefit from supervision and support from their managers. They have worked well with the local authority advisers to enhance their skills and to support the continuous improvement of the pre-school. New systems for assessing children's progress have helped staff to address some gaps in children's learning. Staff have undertaken training that is targeted well for the needs of the children. For example, they have attended workshops on children's learning styles to enhance the way they plan the educational programme.

Quality of teaching, learning and assessment is good

Children have an enthusiastic approach to their learning and confidently explore the activities on offer. Staff skilfully deploy themselves to support the children and take advantage of spontaneous learning opportunities. For example, children draw shapes with chalks on the outdoor paving. Staff play alongside and engage children in discussion about their designs. Children join in interactive group story times with pleasure. For instance, staff introduce characters from the 'Three little pigs'. Children excitedly speculate about what happens when the 'big bad wolf' arrives. Staff help children to carry on their learning experiences. They help children to make piggy noses from egg boxes. Staff routinely observe and assess children's development. They work effectively as a team to promote the next steps in children's learning.

Personal development, behaviour and welfare are good

Staff collect detailed information from parents when children first start. This helps them to meet children's individual needs from the outset. Staff encourage children to do things for themselves, such as serving their own food and drink at snack time. Children show a sense of pride as they make hand prints with paint. Staff support children's self-esteem by photographing their creative work and sending them to parents. Children behave very well. They have consideration for each other and comfort their friends if they are hurt or upset. Staff help children to share. For example, they suggest using a timer to negotiate use of the computer.

Outcomes for children are good

Children, including those receiving extra funding, work comfortably within the expected range of development, given their starting points. They develop the key skills they need for school. Children make marks with enthusiasm. They draw on whiteboards and enjoy creating colourful pictures with paints and brushes. Children understand the importance of following regular routines. They undertake responsible tasks with confidence, such as tidying away their toys before they go home. Older children demonstrate a confident knowledge of numbers and shapes.

Setting details

Unique reference number	221787
Local authority	Cambridgeshire
Inspection number	1114299
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	26
Number of children on roll	28
Name of registered person	Over Puddleducks Pre-School Committee
Registered person unique reference number	RP904858
Date of previous inspection	14 September 2017
Telephone number	07866 096825

Over Puddleducks Preschool opened in 1998 and employs five members of childcare staff, four of whom hold childcare qualifications at level 3. The pre-school is open from 9am until 3pm, Monday to Friday, during school term time only. It provides funded early education for two-, three- and four-year-old children.

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