

# Puffin Pre School

Foakes House, 47 Stortford Road, Dunmow, Essex, CM6 1DG



<b>Inspection date</b>	2 July 2018
Previous inspection date	11 March 2015

<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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children develop good relationships with staff, who are kind and caring and support their emotional well-being effectively. Children are happy, confident and enjoy spending time at the pre-school. Outcomes for children are good.
- Staff are good role models. They create a positive environment of mutual trust and respect. Children behave well. They are kind towards each other and are well mannered.
- Staff have developed a good two-way partnership with parents. They provide parents with regular information about their children's progress and guide them in extending learning at home. Parents are complimentary about the pre-school. They speak positively about how well staff meet the needs and interests of their children.
- Teaching is good. Staff provide a broad range of interesting and stimulating activities and children are motivated and enthusiastic to join in. All children are making good progress.

### It is not yet outstanding because:

- Although the manager monitors the quality of teaching and learning, this is not fully developed to identify where some staff practices can be enhanced further.
- Staff sometimes overlook opportunities to extend children's creative skills to higher levels.

## What the setting needs to do to improve further

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

- monitor the quality of teaching and learning even more closely to identify how practice can be enhanced to achieve the highest level of learning experiences for all children
- enhance opportunities for children to more fully develop their creativity and use their imaginations.

### 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 and children during the inspection.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector completed a joint observation with the pre-school manager.

### Inspector

Jemma Hudson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are suitably trained and have a thorough understanding of the pre-school's safeguarding policy. They are aware of the designated person within the pre-school and know who to make a referral to if they are concerned about a child's welfare or the behaviour of a colleague. This contributes to keeping children safe. Partnerships with other agencies and professionals are good. They help to provide a consistent approach to children's learning and support the staff to meet the individual care needs of children well. Staff are deployed well. Children are supervised effectively, including when they play outside. The manager and staff are committed to the continual improvement of the pre-school. They have developed efficient systems for self-evaluation. They use staff meetings to discuss changes they would like to make to the pre-school to maintain good standards. For example, they have exciting plans to extend and enhance the outdoor environment.

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

Staff are well qualified and have a good knowledge of how children learn. They provide a broad range of interesting, enjoyable activities which engages children in learning. Children's mathematical development is well supported. For example, staff introduce the names of shapes and encourage them to talk about the differences between the shapes they can see. Children have many opportunities to practise counting and recognise numerals during their play. Children confidently move around and select activities they would like to do next. Staff get down to the children's level and interact purposefully as they play alongside each other. They engage children in meaningful conversations and skilfully ask questions to build on what they already know. This supports children's communication skills.

### Personal development, behaviour and welfare are good

The key-person system is effective. Staff know children well. They work closely with parents to support children to settle into the pre-school. Children's good health is promoted. They are helped to understand about eating healthy foods, such as fruit, and drinking plenty of water. Staff encourage children to wash their hands independently prior to eating, and to serve themselves snack. This contributes to children's understanding of healthy hygiene routines and promotes their independence. Children are well prepared for the transition to school. For example, the manager arranges for children to meet their new teacher and learn about their new school.

### Outcomes for children are good

All children make good progress. They gain the skills they need for the next stages in their learning and their move to school. They are confident learners who are eager to engage with the range of resources available. For instance, they enjoy exploring magnets and talking about which objects will be magnetic and why. Children are keen to interact with others. They show high levels of confidence and self-esteem.

## Setting details

<b>Unique reference number</b>	508848
<b>Local authority</b>	Essex
<b>Inspection number</b>	1091157
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Puffin Pre-School Group Committee
<b>Registered person unique reference number</b>	RP519076
<b>Date of previous inspection</b>	11 March 2015
<b>Telephone number</b>	01371 876375

Puffin Pre School registered in 1982. The pre-school employs seven members of childcare staff. Of these, one member of staff holds an appropriate early years qualification at level 6, one at level 4 and three at level 3. The manager holds early years professional status. The pre-school opens from Monday to Friday during school term time. Sessions are from 8.45am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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