

# Puffins Pre-School

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



<b>Inspection date</b>	4 December 2018
Previous inspection date	30 April 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The provider does not fully understand her legal responsibilities. She has failed to notify Ofsted of the changes to all committee members within the required timescale. Ofsted has not been provided with the required information to check the suitability of all committee members.
- The provider has failed to address the weaknesses in leadership and management to ensure that all staff have sufficient support, individual meetings and training opportunities to fulfil their roles and responsibilities.
- Leaders and staff do not make effective use of observation, assessment and monitoring of children's learning, to plan and provide challenging experiences, to meet children's needs and interests. Children do not make adequate progress.
- The quality of teaching is not sufficiently challenging. Staff do not help all children to make good progress in their development in all areas of learning.
- Self-evaluation is ineffective. The provider fails to identify breaches in the requirements and weaknesses in the provision.

### It has the following strengths

- Children enjoy role play. They are comfortable in their environment and freely select from available resources to support their play activities.
- Staff and children have positive and warm relationships towards each other. Children form secure attachments with staff.

## What the setting needs to do to improve further

### The provision is inadequate and Ofsted intends to take enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
provide Ofsted with the appropriate documentation for current committee members, to enable the required suitability checks to be carried out	31/01/2019
implement effective arrangements for the performance management of staff and ensure they benefit from the consistent support required to continually develop their teaching skills.	31/01/2019

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve the use of information from observations, assessments and tracking, to take into account what children need to learn next, that help them make the best possible progress, and to close any gaps in their learning	31/01/2019
ensure staff provide good quality learning experiences and effective support and interaction to engage and challenge all children, to help them make good progress.	31/01/2019

### Inspection activities

- The inspector held discussions with the leadership team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including self-evaluation documents, observations, assessments, planning records, and documentation linked to checking children's progress.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector conducted a joint observation of staff practice and discussed this with the manager.

### Inspector

June Robinson

## Inspection findings

### Effectiveness of leadership and management is inadequate

The provider has failed to address many of the weaknesses raised at previous inspections, which shows a poor capacity to improve. Leaders have worked with professionals from the local authority to develop improvement plans to raise standards. However, leaders are not effective in identifying and acting upon weaknesses. The provider has failed to inform Ofsted of changes to committee members as required. Leaders follow vetting procedures to make sure staff are suitable to work with children and ensure staff attend key training, such as keeping first-aid certificates valid. However, systems to monitor the quality of staff interactions with children remain ineffective. Staff do not receive adequate supervision to support their professional development. Safeguarding is effective. Overall the manager and staff have an adequate knowledge of safeguarding to protect children from harm. They have a suitable understanding of the signs and symptoms of abuse and neglect and know where to refer concerns about a child in the setting.

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

Leaders and staff observe the children and make assessments of their learning. However, assessments staff make are inaccurate and they do not plan for what all children need to learn next. Consequently, children are not sufficiently challenged in their learning. Children are offered a broad range of activities which are interesting for some children, but staff do not take their learning forwards with their interactions. Staff do not support younger children to make discoveries for themselves before they intervene and direct children's play. For example, younger children were not given the opportunity to discover for themselves which shape fitted into an inset puzzle. Children are encouraged to recognise numerals, count in sequence and find quantities of objects, which fosters their mathematical skills. However, more capable children are not always given sufficient challenge to extend their learning. For example, staff fail to support children to question why ice melts, how it is formed, and to encourage them to make observations and consider why some things happen.

### Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management put children's welfare at risk. Nevertheless, this does not affect children's experiences or their safety because committee members are never left unsupervised with children. Generally, staff support children's behaviour appropriately, encouraging children to share and play with others. Staff are kind and encourage children to be independent and try do some things for themselves. For example, older children take part in tasks, such as helping to set up the table for snack time. Children have opportunities to be outside on a daily basis, to play in the open air and to practise their physical skills. Staff teach children about positive hygiene routines to help them learn about keeping healthy. They support children to gain an awareness of similarities and differences between themselves and others, including teaching children some number names in different languages. Parents' comments are positive regarding the staff at the pre-school and they describe staff as being kind and nurturing. Leaders establish adequate relationships with teachers at the linked school, providing consistent support for children as they prepare to move on to school.

## Outcomes for children are inadequate

Weaknesses identified in the quality of teaching means that, at times children learn little during their play and experiences. This means they are not helped to make good progress and often older children become disinterested and demotivated to learn. This does not help them to become confident learners or help them to be well prepared for their future learning. Nevertheless, older children do acquire some skills to help them as they move onto starting school. They build a wide repertoire of songs. Children develop independence skills in dressing for outdoor play and pouring out drinks.

## Setting details

<b>Unique reference number</b>	EY233505
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10084909
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	Allington Methodist Pre-School Committee
<b>Registered person unique reference number</b>	RP520728
<b>Date of previous inspection</b>	30 April 2018
<b>Telephone number</b>	07754 738 678

Puffins Pre-School registered in November 2002. 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. Five members of staff currently work with the children. Of these, four hold relevant qualifications 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.

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