

Muddy Puddles Pre-School

St Peters Church Hall, Ashley Common Road, Ashley, Hampshire BH25 5AR



Inspection date	11 February 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
Effectiveness of 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

- The enthusiastic and experienced staff are warm and caring role models who work together well. They respond to the children calmly and patiently. Their good example encourages children to learn to play together and to respect each other's opinions and ideas. Children's behaviour is good.
- Children confidently explore the resources indoors and outdoors. They have good opportunities to be physically active outdoors, where they can run and explore the many attractive resources.
- Staff successfully foster effective partnerships with parents and professionals. Parents state that their children look forward to pre-school and they can see the good progress their children make. They feel that the staff value their views.
- The manager closely monitors the performance of staff and the progress children make. Children make good progress and where children need additional help, this is carefully planned and implemented.
- Staff actively share their knowledge and skills and regularly undertake relevant training. They also seek feedback from parents and professionals. This has a positive impact on their abilities to continually reflect on and improve the service they offer.
- Sometimes, the more able children are not challenged sufficiently to further develop their skills and interests.
- At times, staff provide limited opportunities for children to independently use a variety of creative mark-making resources in different ways.

What the setting needs to do to improve further

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

- develop opportunities for the more able children to be challenged, to further develop their skills and interests
- increase access to mark-making resources to enable children to develop their early writing skills, link ideas and extend their play.

Inspection activities

- The inspector toured the premises and reviewed the resources with the manager.
- The inspector observed the children and staff at play and talked to them about their activities.
- The inspector observed an activity with the manager and discussed teaching and learning.
- The inspector took into account the views of parents.
- The inspector reviewed documents and records provided by the manager.

Inspector

Lynne Lewington

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff know how to report concerns about children's welfare or the conduct of a member of staff. They risk assess thoroughly and teach children to develop their awareness of risks and how to use resources safely. Appropriate recruitment, induction and vetting procedures are in place to help ensure that staff are suitable. Staff have developed strong partnerships with local schools, professionals and childminders. For example, childminders are invited to stay and play sessions, which enables professional skills and ideas to be shared. Staff benefit from regular staff meetings, supervision and training. They observe and assess children's progress in partnerships with parents and suggest ideas to encourage learning at home. The staff provide resources which children can borrow to use at home with their parents.

Quality of teaching, learning and assessment is good

Children move between the resources independently and make their own choices. Staff understand how familiar routines help children to settle. For example, a welcome routine helps children get to know the names of their playmates and to learn the language of feelings. They identify if they feel happy, sad, hungry or tired. Staff are responsive to children's interests. For example, when children become interested in the magnifying glasses, staff introduce a box of items, such as fir cones, conkers, buttons and keys. Children use the magnifying glasses to examine closer and feel the textures of the items. Children enjoy the books that are carefully chosen to inspire their play, reflect their interests and support their learning. They listen to stories attentively. Staff introduce numbers into routines and encourage children to count, recognise numerals and learn about position, shape and size. Children's hand-to-eye coordination develops as they concentrate on tasks. For example, they use large tweezers to pick up pasta shapes and fill bottles.

Personal development, behaviour and welfare are good

Children are happy and confident and demonstrate increasing independence. For example, they learn to put on their own coats and boots to go outdoors and to pour their own drinks at snack time. Staff help children learn how to resolve problems fairly. Children learn to be kind to others, take turns and share resources. Staff promote children's awareness of healthy lifestyles well. Children know, for example, that milk makes their bones strong and that fruit is healthy to eat. Staff provide parents with ideas for healthy lunch boxes. Staff encourage good hygiene routines and some children remind others why this is important. Children clearly enjoy the many physical opportunities they have. For example, they roll large tyres, climb and demonstrate increasing coordination as they kick footballs.

Outcomes for children are good

Children make clear progress from their starting points. They enjoy the social story books that reflect their pre-school activities and outings. These provide a valuable resource for encouraging recall and language. Children confidently explain about their recycling and where different items must go. They form confident relationships with the staff and gain valuable skills for their future learning.

Setting details

Unique reference number	EY539144
Local authority	Hampshire
Inspection number	10089969
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	25
Number of children on roll	24
Name of registered person	Mp Partners
Registered person unique reference number	RP539143
Date of previous inspection	Not applicable
Telephone number	07949 085822

Muddy Puddles Pre-School opened in 2017 and is situated in St Peters Church Hall in Ashley Common, Hampshire. The pre-school opens Monday to Friday, from 9am to 3pm, during term time only. A team of seven staff work with the children. Of these, four hold a qualification at level 3, one holds level 5 and one holds level 2.

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