

# Puffins Pre-School

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



<b>Inspection date</b>	2 April 2019
Previous inspection date	4 December 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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

- Staff use consistent methods to manage children's behaviour. They establish clear boundaries and remind children of the golden rules. Children are well behaved and happily share, take turns and show concern for one another.
- Staff use effective teaching methods, such as questioning and explaining, which help children make good progress. They make good use of praise and encouragement to motivate children to learn.
- The manager and staff have a secure understanding of how to protect children at risk of harm. They keep their knowledge up to date, making good use of resources, such as online safeguarding forums, to find out about current issues.
- The manager and staff work closely together as a team. They share their knowledge and skills to develop their practice and improve outcomes for children.
- Staff know children well. They track their progress accurately and identify next steps that are individual to each child. They use this information to plan and provide interesting activities that engage children fully.
- Parents and staff share information regularly, to ensure that children's care and learning needs are met successfully. For example, staff record information about any ongoing health issues that children might have to ensure that they can meet their needs fully and carry out any necessary risk assessments.
- The setting-up routines are not fully effective in ensuring that children can play purposefully at the start of the day.
- Children do not have as many opportunities as possible to recognise similarities and differences between themselves and others, such as seeing a wide range of positive images of other cultures.

## What the setting needs to do to improve further

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

- review setting-up routines to ensure that children can take part in purposeful play at all times
- extend the opportunities for children to recognise similarities and differences between themselves and others.

### Inspection activities

- The inspector spoke to staff, children and parents to help her assess the quality of the provision.
- The inspector carried out a joint observation with the manager and discussed leadership and management with her.
- The inspector observed the indoor and outdoor play environments.
- The inspector sampled documentation, including proof of staff suitability.
- The inspector observed children's play and their interaction with staff and one another.

### Inspector

Catherine Sample

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of the possible signs that a child is at risk of harm and know how to refer their concerns if necessary. They reflect on their practice and have worked closely with the local authority to improve outcomes for children. There are now effective systems in place for managing staff performance, including ongoing observations of staff practice and regular appraisals. These are used to identify training needs and adapt practice. Staff make good use of online training to extend their skills. For example, a course on appropriate emotional development has helped them to develop their support for children whose age and stage of development may not match in all areas. The manager carefully tracks and monitors progress for individuals and groups of children, which enables her to spot any gaps in learning. For example, she has identified a minor gap in mathematics and sought relevant training to improve the teaching of this subject.

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

Staff provide a stimulating environment for children, despite not having sole use of the premises. They hang up colourful displays of children's artworks and provide a variety of interesting activities. For example, they have set up a well-resourced fruit and vegetable shop for role play and provided a sand tray with an unusual selection of containers and utensils, which enables children to experiment and explore. Staff interact well with children, encouraging their communication skills as they model language to younger children and chat about a wide range of topics with older children. They listen carefully to children's news and ideas and ask them questions, to extend their learning. Staff make the most of incidental learning opportunities. When there was heavy hail during the inspection, they opened the door so that the children could see and feel the hailstones and they initiated a discussion with them about ice and snow.

### Personal development, behaviour and welfare are good

Children form close bonds with staff and confidently seek support when they need it. Staff are responsive to those that need extra help to join in and make sure that they can take part in all activities. Children are keen to learn and generally focus well on activities, such as completing a number puzzle. They learn to adopt healthy lifestyles as they eat fruit for snack and feel their hearts beating fast as they run on the field outside. Children learn about their local community through the setting's close links with the adjacent school and as they go for walks in the village. They have some opportunities to learn about other cultures as they celebrate festivals and learn to count in different languages.

### Outcomes for children are good

Children of all ages are confident and most readily approach and talk to newcomers. Younger children develop good social skills as they play together and consider the needs of their peers. For example, a child fetches the shoes of another at home time. Older children confidently count and solve number problems as they work out how many chairs they need to put out at snack time. They enjoy taking responsibility for jobs, such as fetching a cloth and clearing up spilled water. Children of all ages are well prepared for the next stage of their learning.

## Setting details

<b>Unique reference number</b>	EY233505
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10089097
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	6
<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>	4 December 2018
<b>Telephone number</b>	07754 738 678

Puffins Pre-School registered in 2002. It operates from a memorial hall adjoining the primary school in Newton Tony near Salisbury. The pre-school is open Monday to Friday from 7.30am to 5.30pm, during school term time only. Two members of staff work with the children, both of whom 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.

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