

# Inspection of Puddleducks Pre-School

Gateford Children's Centre, Raymoth Lane, Worksop, Nottinghamshire S81 7LU

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Inspection date: 5 May 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive at the pre-school keen to find out what the day ahead has in store for them. They are warmly welcomed by the staff and settle quickly into the familiar routines of the pre-school. As they play, children learn how to share and negotiate with each other. Younger children play alongside each other with a dolls' house while a staff member supports them to play in a cooperative way. With support from staff, a group of older children speak to each other and successfully find a solution to a problem they encounter when they play a game of families with a doll and a pram.

Children are confident and independent. Staff encourage children to have a go and keep trying different things when they play. Outdoors, children challenge themselves and understand about staying safe. They decide whether to jump off a pyramid, climb a tree or run down a grassy slope. Children ask for help from staff if they decide they need it. They persevere as they put on their outdoor shoes or find and put on an apron to wear when they play with water. Children enjoy stories. Older children sit and listen attentively in group sessions. Younger children are excited to join in when staff spontaneously use a piece of blue fabric to represent the sea and retell the 'Shark in the park' story.

### **What does the early years setting do well and what does it need to do better?**

- Staff are experienced and skilful. The manager provides support to develop their skills through a range of different development and training opportunities. Staff who take on a lead role, such as the language lead, have focused training. They pass on what they learn to other staff. As a result, staff speak clearly and carefully to children, making sure that they use correct words. For example, they use animal names such as dog and horse, not doggy and horsey. Children are reminded to use the words they know when they need help.
- Staff understand how young children learn. They provide experiences that build upon the children's existing skills and knowledge. For example, the younger children have adult supported water and sand play to develop their coordination and control when pouring from one container to another. This skill is then used at snack time to promote children's independence as they pour their own drink from jugs that are a manageable size and shape for them.
- Children behave well and react positively when staff use the agreed behaviour management strategies correctly. However, occasionally, staff do not use the 'warning' system or the 'reflection time' in the agreed way. When this happens, some children revert back to what they were doing because they have not had a clear explanation from staff about the impact of their actions.
- Staff keep accurate records of attendance, accidents and incidents. Temporary staff and students report information to permanent staff. However, they are not

responsible for writing their own records. This means that the information recorded is not always first-hand.

- Staff provide children with many opportunities to make marks, using their fingers, brushes, pens and other tools. Children are beginning to understand that the marks they make can carry meaning to other people. Older children tell staff about the pictures they have drawn. Staff model writing as they write younger children's names on pictures. Outdoors children use i-spy sheets with pens to mark off when they find an insect.
- Staff take note of how well children concentrate and engage in activities during the pre-school sessions. They have adapted the afternoon session as a result of this and children now play outdoors at the beginning of the session. However, staff do not make sure that planned outdoor activities, such as a water spray activity, are refreshed and have the same adult input during the afternoon. For children who only attend the afternoon session, this means they do not benefit fully from what was a successful learning activity at the morning session.
- Children's health is promoted well by the staff. Staff provide fruit snacks and drinks of milk or water. Indoors and outdoors, children have space to move about freely and they develop good control of their movement. Staff take care to give all children the opportunity to join in with others. Children are proud when staff praise them or when they are chosen to help.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff can confidently describe the indicators that a child is being, or is at risk of being, harmed. They can explain what action they would take if they did have any concerns, including if they are concerned that a colleague may be a risk to children because of their actions and behaviour. The pre-school is a safe and secure space for children. Staff check the environment for hazards before each session and take action to reduce any risk to children. The vast majority of staff have up-to-date first-aid qualifications to enable them to provide care in the event of a child sustaining an injury.

## **What does the setting need to do to improve?**

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

- embed the behaviour management processes so that they are used consistently by all staff
- support students and supply staff to become more familiar with how to record accidents, incidents and concerns
- improve the afternoon session curriculum delivery so that children attending only afternoon sessions experience the same quality as those who attend the morning session.

## Setting details

<b>Unique reference number</b>	2553307
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10215783
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Puddleducks Pre-School Committee
<b>Registered person unique reference number</b>	RP905014
<b>Telephone number</b>	01909 738707
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Puddleducks Pre-School registered in 2019. It is committee-run and operates independently from rooms in Gateford Children's Centre in Worksop, Nottinghamshire. The pre-school opens during term time on Monday from 8.30am until 11.30am and on Tuesday, Wednesday, Thursday and Friday from 8.30am until 3.30pm. The pre-school employs eight members of childcare staff, all of whom hold an appropriate childcare qualification at level 3 or above. The pre-school provides places for funded two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Joanne Smith

## Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the pre-school with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

We carried out this inspection 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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