

Inspection of Puffin's Pre-School And Day Nursery

Cambridge Road, Walton-on-Thames, Surrey KT12 2DP

Inspection date:

7 June 2022

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are welcomed into the nursery by caring staff. However, staff are not always deployed effectively to enable them to meet younger and less-confident children's needs. Nonetheless, children form secure relationships with the key adults who care for them. They enjoy playing with their friends and demonstrate that they feel safe. Children behave well, and older children share and take turns with their younger peers well. They listen to their ideas about play and value their choices. For instance, children search for spiders with magnifying glasses as they share ideas about where they might be hiding.

Staff plan the curriculum for children's interests and help engage and motivate children to learn. They promote opportunities for children to develop their physical skills successfully. Younger children develop good hand-to-eye coordination skills, for example when they pick up small sequins and spread glue as they decorate pictures. Older children learn how to use scissors, and proudly say to staff, 'Look I have cut it'. All children, including those who speak English as an additional language and those with special educational needs and/or disabilities, make good progress from their starting points.

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

- The provider does not ensure that suitably qualified staff are deployed during key times in the day. Due to staff absences and a failure by leaders to implement effective contingency arrangements, on the day of inspection, there were not sufficient staff to meet the needs of children being cared for. For some periods, particularly in the morning, children who needed more help to settle were not able to receive the close comfort they needed from staff. This was due to staff attending to other children who needed their attention.
- Older children develop good listening and concentration skills. They learn to recognise their names and are beginning to form letters and sounds they represent. Staff encourage children to take pride in their achievements, to boost their levels of self-esteem and to persevere when some learning is more challenging.
- Children develop a can-do attitude to managing their personal needs. For instance, staff teach children the importance of good hygiene routines, including washing their hands before they eat food. As children sit for snack time, they learn how to pour their own drinks and tidy away their plates after eating. Children take pride in being independent, which helps to support them in readiness for their eventual move to school.
- Staff promote children's communication and language skills. They use opportunities to introduce new language as children play, and provide opportunities for most children to share their ideas. Overall, children make good

progress in their speaking skills. However, for some children who are less confident to communicate, staff do not consistently adapt their teaching techniques to support them fully. This means that, on occasions, these children are not supported as well as possible to share their own wants, needs and wishes.

- Parents speak highly of the nursery and the enthusiastic and friendly staff. They value the changes that have been recently implemented to teach children about the wider community they live in. Parents comment on how children enjoy walks to the park and enjoy time playing with their friends. Staff share children's progress with parents regularly. However, staff do not consistently seek enough information from parents about what children already know and can do when they first begin to attend, in order to enable them to plan more precisely for children's learning from the outset.
- Staff provide a wealth of opportunities to build on children's physical skills. Children develop control of their large and small movements through well-planned learning experiences. For instance, older children learn how to thread smaller and large shapes onto string. They concentrate on the activity as they coordinate their hand movements to successfully add more beads. Younger children thoroughly enjoy creating their own super hero masks and learn how to hold pencils and pens correctly to draw with accuracy.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their roles and responsibilities to keep children safe. They know how to report concerns about neglect or abuse, to keep children safe. Risk assessments are effective. The nursery premises are safe and secure. Toys and resources are in a good state of repair and regularly cleaned and checked to maintain children's safety. Staff ensure that children are supervised at all times, including during mealtimes. Recruitment processes ensure the suitability of all staff who work at the nursery, including on an ongoing basis.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the deployment of staff to ensure that there are always enough qualified staff working directly with children, to meet their individual needs.	01/07/2022

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

- develop the use of techniques that encourage children to talk and express themselves, so that their language and communication skills are fully enhanced throughout the day
- gather more information from parents about what children already know and can do before they start at the nursery, to enable staff to plan more precisely for children's learning from the outset.

Setting details

Unique reference number	EY560200
Local authority	Surrey
Inspection number	10190962
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 0
Total number of places	24
Number of children on roll	0
Name of registered person	Puffin's Childcare Providers Limited
Registered person unique reference number	RP560199
Telephone number	01932 883 448
Date of previous inspection	Not applicable

Information about this early years setting

Puffin's Pre-School And Day Nursery registered in 2018 and is located in Walton-on-Thames, Surrey. The nursery opens from 7.30am until 6.30pm Monday to Friday all year round, except on bank holidays and for a week at Christmas. It is able to provide free early education for children aged two, three and four years. There are 13 staff who work at the nursery. Of these, seven hold appropriate qualifications at level 3 or above.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- This was the first routine inspection the provider 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 nursery.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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