

Inspection of Puddleducks Pre-school Salisbury

Puddleducks Pre School, Saxon Road, Salisbury SP2 8JZ

Inspection date: 16 May 2023

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

What is it like to attend this early years setting?

The provision is good

Children are naturally drawn to an engaging and captivating learning environment. Staff grab their interest by introducing unique resources. Children create artwork, experimenting with various natural materials, such as flowers, stalks and leaves, to produce pictures and patterns. Children are proud of their achievements and confidently talk about their work. They work together in a team to overcome challenges, such as pretending to fix a post. Children select masking tape and gather cardboard boxes, which they use to 'mend' the post, securing everything in place. They work collaboratively and successfully, negotiating the task at hand. Staff allow them the freedom to work out how to play together successfully on their own, while offering support and encouragement during key moments.

Children are happy. They feel safe, secure and cared for. Leaders have developed an ambitious curriculum in which children learn through exploration. Staff have cultivated an ethos where children learn to regulate their emotions. They lead yoga sessions where children calmly listen to instructions and learn how different emotions can make them feel and how these can affect those around them. Staff give children the strategies that they need if they are feeling anxious. Children feel empowered and take responsibility for their actions.

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

- Leaders have developed a curriculum that aims to provide children with a comprehensive understanding of the world, fostering their curiosity and independence. They encourage children's exploration and a deeper understanding of their surroundings. Leaders and staff teach children how to be responsible. They trust children to look after fragile objects and use real porcelain crockery at snack time. Children learn the importance of caring for delicate cups and plates and independently wash and tidy up after finishing.
- Leaders accurately assess their strengths, set ambitious goals and identify areas for improvement. They lead by example and guide staff. Leaders set clear expectations for how staff should support children's learning characteristics and attitudes. Staff instil confidence in children by motivating them to take on challenges and risks. For instance, children are confident in knowing their own skills and abilities to climb a wooden structure. They experience and enjoy a sense of accomplishment.
- Leaders and staff promote a love for books among children by offering them a diverse collection of stories to take home and share with their families. Additionally, staff read numerous books to children, captivating their attention and prompting discussions about the characters' emotions and experiences. Staff provide books in all areas of learning. Children use books provided at a painting table, which inspire their own creations.

- Staff provide children with stimulating and interesting resources and activities. They tailor children's learning experiences to their interests. Staff identify development opportunities in all areas of learning. However, there are occasions when staff do not plan activities that help children build on prior knowledge and skills effectively.
- The special educational needs coordinator (SENCO) identifies needs accurately and ensures that children with special educational needs and/or disabilities (SEND) have the specific support they need. They provide tailored instruction to support children with speech and language development. Additionally, the SENCO helps children with social interaction through engaging in games and turn-taking activities.
- Staff manage children's behaviour well. When children become restless, they quickly intervene, working alongside children and reinforcing appropriate behaviours. Children have a high level of well-being, feeling safe and secure. Leaders have implemented a system where each child has a key person. Children ask for help and support when they need it, particularly children with SEND.
- The setting has established strong partnerships with parents. Parents have observed noticeable improvements in their children's confidence and behaviour after attending the setting. Parents are informed about their children's development through regular meetings and developmental reports that are shared and discussed. Leaders and staff provide advice and lots of helpful ideas for parents to support their children's development.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand that everyone has a responsibility to protect children from harm. They clearly understand the warning signs that should raise concern and know the appropriate steps to take. Leaders provide staff with ongoing training to ensure that staff are confident and prepared to take appropriate action to keep children safe. Leaders make sure that staff are deployed throughout the provision, including the outdoor environment, to ensure children are properly supervised. This allows children to enjoy all areas freely and safely. Leaders follow safe recruitment procedures.

What does the setting need to do to improve?

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

- ensure staff plan learning and play experiences so that children can build on their prior knowledge and skills and make even more progress.

Setting details

Unique reference number	2638131
Local authority	Wiltshire
Inspection number	10289268
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	57
Number of children on roll	98
Name of registered person	Puddleducks Early Years Ltd
Registered person unique reference number	2638130
Telephone number	01722416293
Date of previous inspection	Not applicable

Information about this early years setting

Puddleducks Pre-School Salisbury re-registered under new ownership in 2021, having been previously registered since 1992. It operates from premises in the grounds of Harnham Infants School, a short distance from the city of Salisbury. The pre-school opens Monday to Friday, from 8am to 3pm, during school term time only. There are 14 members of staff who work with the children. Of these, one holds an early years qualification at level 5, two hold qualifications at level 4 and seven members of staff hold qualifications at level 3. The pre-school offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jonathan Payne

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 provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The manager and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- 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 manager and the inspector carried out a joint observation during an activity.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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