

# Puddleducks Pre-School



Gateford Park Primary School, Amherst Rise, WORKSOP, Nottinghamshire  
S81 7RG

<b>Inspection date</b>	16 May 2019
Previous inspection date	12 January 2016

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

- Children demonstrate that they are emotionally secure. They show that they have positive relationships with staff and enjoy spending time with them.
- Staff use the knowledge gained through their childcare qualifications to support children's learning well. They organise the physical environment indoors and outdoors very effectively. Children make good progress in all aspects of their development.
- Staff feel supported and work well together as a team. The manager provides them with regular opportunities to discuss their roles, and to enhance their professional knowledge further through training. This helps staff to deepen their understanding of how to observe children and to plan stimulating activities that capture children's interests.
- Staff support children's communication and language skills well. For example, they show children how to use sign language when they talk to them. This contributes to younger children's understanding of spoken words.
- At times, staff do not identify opportunities to encourage quieter children to develop their confidence and engagement in activities.
- Staff do not consistently gather information from parents about what their children already know and can do when they first start.
- Although the manager and staff monitor the progress of individual children well, they do not compare the progress made by different groups of children.

## What the setting needs to do to improve further

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

- review how staff support quieter children during activities to develop their confidence and engagement
- gather more information about what children already know and can do from all parents, to help staff to plan more precisely for children's learning on entry
- consider how to develop procedures for comparing the progress of different groups of children and help all children make rapid progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

**Inspector**  
Hayley Ruane

## Inspection findings

### Effectiveness of leadership and management is good

Recruitment procedures are robust. The provider checks the ongoing suitability of staff to work with children. This promotes children's safety and welfare. Safeguarding is effective. The manager and staff have a good understanding of the signs of abuse. They know where to report concerns about children's safety and well-being. The manager values parents' comments when she reflects on the quality of the pre-school. Changes have been made to provide parents with further information about what children eat at snack time and activities that they enjoy. This helps to keep parents informed about their children's day. The manager uses additional funding effectively to promote children's individual needs.

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

Staff support children's mathematical skills effectively. When older children stack shapes on top of each other, they count to 20. Staff help to extend older children's understanding and encourage them to count beyond this number. Staff provide a wide variety of opportunities for children to develop their understanding of people in their community. Children learn about the roles and responsibilities of people who help them. For example, younger children pour water onto a picture of a fire, showing their understanding of a fire fighter's role. Older children talk about the responsibilities of a traffic warden. Staff keep parents well informed of their children's progress. They provide parents with opportunities to continue children's learning at home, for example, to promote children's literacy and mathematical development.

### Personal development, behaviour and welfare are good

Children thoroughly enjoy being physically active. Younger children show their strength and coordination as they use their hands and feet to climb up a wall outdoors. Staff encourage older children to develop their social skills and to make relationships. For example, they initiate a game of hide and seek. Older children hide in and behind different objects with their friends. Staff actively encourage children's good behaviour. Children behave well and demonstrate an awareness of rules and boundaries. For example, they remind staff that they need to wear aprons when they play with water. Staff encourage children to be independent. Children wash their hands prior to eating and serve themselves drinks at snack times.

### Outcomes for children are good

Children demonstrate good mathematical skills, such as matching shapes and numbers. For example, older children post pictures of shapes and numbers in the corresponding box. Children are creative and show their imaginative skills. For example, they use kitchen utensils, pots and pans to mix flour and cereal together to make pretend cakes. Younger children use brushes with paint, demonstrating their early writing skills. All children, including those in receipt of funding, reach typical levels of development for their age. They develop skills in readiness for their move on to school.

## Setting details

<b>Unique reference number</b>	EY451569
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10075248
<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>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Puddleducks Pre-School Committee
<b>Registered person unique reference number</b>	RP905014
<b>Date of previous inspection</b>	12 January 2016
<b>Telephone number</b>	01909 487744

Puddleducks Pre-School registered in 2012 and is situated in the grounds of Gateford Park Primary School, Worksop. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one at level 5. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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