

Puffins Preschool

120 Southbourne Road, Bournemouth, BH6 3QJ



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| Inspection date | 26 April 2018 |
| Previous inspection date | 17 March 2015 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the 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 arrive happily and warmly greet their friends and staff. Staff are warm and welcoming, and establish strong bonds with children. They are kind, caring and attend to children's individual needs well.
- Links with parents are strong. Staff establish effective relationships and ensure they regularly share information about children's progress and development. They provide parents with advice and activities to support children's continued learning at home.
- Staff support children who have special educational needs and/or disabilities well. Plans for children's future learning needs are clear and effective. Staff understand the importance of early intervention.
- All children, including those who are learning English as an additional language, make good progress in relation to their individual starting points. Children gain skills to prepare them for school or their next stages in learning.
- The manager and committee work well together and are ambitious about providing good-quality early years experiences for all children. They are reflective and include staff's, parents' and children's views in the self-evaluation process.

It is not yet outstanding because:

- Sometimes, staff do not challenge children to think and ask too many questions that require a simple answer.
- While the manager assesses the achievements of individual children, she does not accurately identify the progress made by specific 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:

- use challenging questions and provide even better opportunities help develop children's understanding and knowledge even further
- build on the current systems for monitoring children's development to track the progress made by specific groups of children, to help target the teaching even more precisely.

Inspection activities

- The inspector observed activities in all parts of the pre-school.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to some members of staff and children at appropriate times during the inspection and held a meeting with the management team.
- The inspector took account of the views of parents spoken to during the inspection and reviewed parents' written comments.
- The inspector looked at children's records, planning documentation and the pre-school's policies and procedures, including records related to the suitability of staff.

Inspector

Rachel Cornish

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager ensures that staff have a very clear understanding about the procedures to follow should they have concerns about children's welfare. She implements systems for the safe recruitment of staff and routinely checks their ongoing suitability. The manager encourages staff to attend further training to build on their good skills. For example, staff have attended mental health and well-being training to help to recognise and manage children's emotions. Regular supervision meetings give staff the opportunity to discuss and reflect on their current roles and responsibilities. Parents highly compliment the pre-school. They comment positively on the friendly, approachable manager and staff, and the progress their children make.

Quality of teaching, learning and assessment is good

Staff assess children's progress accurately and use this information to help to plan carefully for children's next steps in learning. They use children's individual interests when planning activities and children readily engage with the experiences on offer. For example, children enjoy looking for different countries on a map and deciding where they would like to visit. They enthusiastically act out preparing for the journey, by travelling in a boat. Staff provide children with an exciting range of interesting and challenging activities that helps children to enjoy their learning. For example, children are encouraged to read through a book along some audio to learn about tadpoles transforming into frogs. Staff encourage younger children to develop their problem-solving skills. For instance, as children explore teddy bear figures, staff ask how they could sort them into different categories, such as by colour or size. Staff engage older children in discussions about the different shapes they have drawn and what makes them different. Role-play activities stimulate children's imagination. For example, children write out a shopping list of ingredients they need as a member of staff reads out a recipe.

Personal development, behaviour and welfare are good

Staff support children with clear strategies to encourage positive behaviour and supervise children appropriately across the play areas. Their sensitive interactions help to support children's emotional well-being and children settle quickly when they arrive. Children develop their independence well. For example, children put on their own coats and find their named table setting. Staff provide healthy snacks and remind children of the importance of following good hygiene routines. Children develop a positive awareness of similarities and differences between themselves and others. They develop a good awareness of how to keep themselves safe. For example, children learn to manage risk outdoors when negotiating space and adjust their speed or direction to avoid obstacles.

Outcomes for children are good

Children demonstrate that they feel safe in their surroundings. Older children enjoy taking part in activities that support their mathematical understanding, such as counting the spots on a dice. Young children enjoy exploring the world around them, such as when they collect water in containers to pour into cooking pots and mix in leaves to make a meal.

Setting details

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| Unique reference number | EY278341 |
| Local authority | Bournemouth |
| Inspection number | 1091880 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 26 |
| Number of children on roll | 32 |
| Name of registered person | Puffins Pre-School Committee |
| Registered person unique reference number | RP523188 |
| Date of previous inspection | 17 March 2015 |
| Telephone number | 07745275079 |

Puffins Preschool registered in 2004. It is located in Southbourne, in Bournemouth, Dorset. The pre-school is open during term time only, from 9am to 3pm on Monday to Friday. The pre-school employs eight members of staff. Of these, six have an early years qualifications at level 3 and two have a level 2 qualification.

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