

Mucky Pups Pre-School

Lancaster Boys Club, Dallas Road, LANCASTER, LA1 1TP

Inspection date	26/11/2014
Previous inspection date	13/06/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff effectively plan and provide exciting and challenging activities and experiences for children, which stimulate and motivate them. Consequently, children consistently make good progress.
- Staff form extremely strong emotional attachments with children, which help them to quickly settle, so that they feel confident to explore and successfully learn from their experiences.
- The managers and staff successfully engage with parents and carers, so that they feel fully informed and involved in their children's learning.
- Staff have a good knowledge of their safeguarding responsibilities and of child protection procedures. Robust recruitment procedures and effective risk assessments help to ensure children are consistently kept safe from harm.

It is not yet outstanding because

- Staff occasionally miss valuable opportunities to teach children further about numbers and counting through everyday routine activities. Consequently, children's learning is not fully maximised to help them to develop the skills in using mathematics for a specific purpose.
- There are more opportunities to improve further the already good monitoring of staff, particularly peer observations, to promote reflection on the quality of teaching, in order to enhance the opportunities even further for the children, who attend.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector had a tour of the premises, spoke with children and discussed aspects of policy and practice with the registered provider, manager and staff.
 - The inspector checked evidence of the qualifications and the suitability of all staff working in the nursery.
 - The inspector conducted a joint observation with the manager.
 - The inspector held discussions with parents, taking their views into account.
- The inspector viewed a wide range of documentation, including children's learning files, assessment documents, the pre-school's self-evaluation form and relevant policies and procedures.

Inspector

Janice Caryl

Full report

Information about the setting

Mucky Pups Pre-School was registered in 2010 on the Early Years Register. It is one of three settings run by a private not for profit social enterprise organisation. The pre-school operates from Lancaster Boys and Girls Club in the centre of Lancaster, Lancashire. The pre-school is open from Monday to Friday, 8.30am to 5.30pm, 50 weeks of the year. The pre-school closes for two weeks over Christmas and New Year. Children attend for a variety of sessions. Children attending the pre-school are cared for across three rooms and have access to an enclosed outdoor play area. There are currently 41 children in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The pre-school supports children, who speak English as an additional language. There are currently nine staff working directly with the children. Four members of staff hold childcare qualifications at level 6, two of whom have Qualified Teacher Status. The manager holds a qualification at level 5 and four of the staff have appropriate qualifications at level 3. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance children's learning of mathematical skills, for example, by introducing more number signs into the environment and teaching them to count through everyday routine activities
- extend and enhance the monitoring of staff practice even more, in order to continue to promote a culture of reflection and have a further positive impact upon the quality of teaching and learning, for example, by offering opportunities for staff to observe each other and discuss their practice.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a very good understanding of the learning and development requirements of the Early Years Foundation Stage. Improvements to the observation, assessment and planning cycle have impacted positively on the outcomes for children. For example, staff respect and value each child's specific needs and interests, so that they benefit highly from individual learning plans. Staff skilfully assess children when they first start, using information gathered from parents alongside initial observations of them. This provides an accurate baseline for future assessments. Parents are encouraged to contribute to their children's learning by sharing experiences. This helps staff to build on and complement children's learning experiences, while providing continuity and helping to maintain their

interests. Parents are consistently kept informed of their children's progress in their learning and development. As a result, any gaps in learning are swiftly identified to enable targeted intervention to be sought as necessary. Subsequent observations identify priority next steps, which are successfully implemented by the child's key person. These are closely monitored and re-defined to ensure children are appropriately challenged to make the best possible progress in their learning. Children with English as an additional language are supported extremely well. This is because staff work closely with parents and make the time to learn key words in children's home language. In addition, staff give children the time and opportunity to learn and understand English alongside their home language. They use clear communication channels, such as words, signs and gestures. Consequently, all the children make good progress towards the early learning goals. Furthermore, children acquire the skills necessary to support them for any future learning, such as moving onto school.

The quality of teaching is very good. Children become happily engaged in activities of their own choice, both inside and outside. The environment is very well planned and organised to suit the needs and interests of all children. For example, children enjoy playing with play dough, which has been enhanced with glitter to represent a popular film that they are currently enjoying. Staff sit alongside children as they manipulate the dough to make objects, animals and creatures. This helps children to develop their physical skills as they roll, stretch and squash the dough. Staff demonstrate to younger children how to make a ball in the palm of their hand. Children respond and concentrate as they follow the instructions. Some children use the cutters, making stars and other shapes. Staff are skilled at allowing children to develop their own ideas. They only intervene to enhance children's learning, such as when promoting communication and language. Children listen and follow the gestures as staff promote aspects of mathematics, such as shape, space and measure. For example, children listen and imitate the actions as staff talk to them about stretching the dough to make it long and squashing it to make it smaller. Children learn the concepts of 'big' and 'tiny' and learn some positional language, such as 'on top' and 'by the side' as they enjoy making snowmen. However, there are some missed opportunities to promote mathematics further during everyday routines and by having number signs displayed in the pre-school. Children have lots of opportunities to develop their early literacy skills. They enjoy finding and copying their own name, write their own captions for the displays and enjoy choosing and reading books and magazines. Children's imagination is fostered extremely well. Staff understand that children learn best using real objects and create their play, based on real life experiences. They teach children the names of the vegetables, such as, cauliflowers, beetroots, potatoes, carrots and herbs. Staff give children time to feel, smell and taste the foods before they play with them in the role-play area, enhancing their play experiences.

Children thoroughly enjoy playing in the outdoors, where the opportunities help them to gain a variety of skills and learn about the environment. They enjoy playing and exploring as they splash in the puddles and play in the mud. Children become active learners as they sweep the leaves and place them in the compost bin. They demonstrate their understanding of the process as they explain that the compost bin contains worms and caterpillars and then the leaves turn to soil. Staff effectively support children in learning to think creatively by providing the resources to build and construct objects. They are skilled in asking children questions to promote their thinking skills, helping them to decide how to

use the planks and crates. Staff build on the children's interest in the story of Rapunzel, motivating and stimulating them to find props to recreate the story. Children take great delight as they work together, laughing and singing, pretending to be the characters in the story. As a result, children's enjoyment of the story is enhanced, enriching their enjoyment of books. Children have fun as they improve their memory and recall skills and use their imagination to re-create aspects of the story line.

The contribution of the early years provision to the well-being of children

The care practices are excellent and children's emotional well-being is extremely well fostered. Staff listen and carefully observe children to identify the most appropriate key person to work with them and their families. Consequently, children form very strong attachments, which support them in quickly settling in. Staff are highly sensitive to all children's individual needs, such as when they are new to the setting or in need of extra support. In addition, staff have an excellent understanding of the factors that sometimes affect children's behaviour. As a result, strong bonds are formed and children soon become more confident and comfortable in the pre-school. This enables them to take full advantage of the learning opportunities available. For example, children happily follow the routine at snack time, where they independently wash their own cup and plate before moving onto play. Children demonstrate their confidence and independence in a variety of ways, showing how safe and secure they feel. For example, they approach staff to share experiences and make requests. Children show their self-confidence as they talk to visitors and talk about what they are doing. Staff are excellent role models as they teach and guide children about taking turns, sharing, being polite and having good manners. The pre-school is very inclusive and staff ensure that children are taught to respect each other and value difference and diversity. As a result, children effectively learn the appropriate personal and social skills needed for their future.

Staff are highly skilled at teaching children about healthy lifestyles. Snack menus consist of fresh fruit and a substantial healthy carbohydrate, such as a variety of breads, potato scones and waffles. Children are invited to take part in snack at a time of their choice. They know their routines well as they wash their hands independently before sitting down. This shows their emerging understanding of how to prevent cross-contamination. Children help themselves to a plate, cup and their own choice of food, chatting to each other or to the member of staff. This provides an excellent social experience for children and a valuable time for reflection. In addition, the manager and staff are extremely effective at promoting healthy eating with parents and carers. Information is available in the pre-school and guidance is sent home to support parents in packing a healthy lunch box. As a result, the messages about eating healthily are reinforced and consistently followed between home and the pre-school. The outdoor environment is inspiring. It provides a dedicated space for children to ride bicycles, vehicles and scooters. This helps children to develop their leg muscles as they pedal and push. Children enjoy practising balancing on stilts, concentrating hard as they master the skill. Furthermore, they learn to manage risk in a safe and supportive environment. Children take great pleasure in running on the adjoining field where they can be free to express themselves. Staff successfully teach children about how this increases their heart rate, warms up their bodies and they learn

about the benefits of getting fresh air. Staff provide a wealth of gardening opportunities, where children learn about growth and decay. Children further develop their physical skills as they dig, plant seeds and flowers and compost materials. As a result, children learn about the benefits of being outside and gain an understanding for the need for physical exercise.

The manager and staff are fully aware of the need to support children physically and emotionally in preparation for moving onto school. Teachers from all the feeder schools visit the pre-school each year to gain information about children's progress in their learning and development. Information is appropriately shared after consultation and gaining permission from parents. This helps to maximise children's forthcoming learning experiences. Staff have extremely strong links with all the local school and are familiar with staff and school routines. Consequently, staff are able to prepare children by holding discussion, helping to alleviate any fears or anxieties they may have about their impending moves.

The effectiveness of the leadership and management of the early years provision

The managers and staff are fully aware of their responsibilities to safeguard children. All staff are suitably trained in safeguarding procedures and have completed a first-aid qualification. As a result, children are helped to be protected from harm or abuse and their safety is maintained at all times. Staff deployment is effective and high staff ratios means that children are always well supervised. The managers ensure that all areas are safe and secure. Visitors entering the building are asked to sign in and security locks prevent unwanted intruders entering the pre-school. The manager ensures that all areas where children play are risk assessed and daily checks ensure hazards are immediately minimised. The recruitment of new staff is robust with thorough security checks, such as references and Disclosure and Barring Service checks, being completed before new staff start. This ensures that all staff working with children are safe and suitable to do so. Secure induction programmes ensure that all staff are capable and competent to carry out all tasks to a high standard. Staff share that they feel very well supported by their manager, who encourages them to access training and continue in their professional development. As a result, the team is highly qualified and their knowledge and practice are up to date. The pre-school manages children's safety and well-being by adhering to a comprehensive list of policies and procedures. These are reviewed and updated annually and available on the pre-school website. This information, along with other relevant news, photographs and messages, means that parents and carers are able to view them at anytime. Consequently, this helps to keep them fully informed of the operational management of the pre-school.

The manager is extremely competent at monitoring the educational programme and all assessments for children. She works closely alongside staff to monitor the progress of children and together, they prioritise their specific next steps. She holds discussions with staff to ensure that assessments are accurate and precise. This ensures that any data collected reflects an accurate picture of children's skills and abilities. As a result, any gaps

in children's learning are quickly and easily identified. Furthermore, the manager is able to identify where progress is less effective in specific areas of learning, so that planning can be modified. Consequently, the educational programme is broad and balanced and children make good progress towards all the early learning goals. Staff are well qualified and termly supervision sessions are effective in supporting staff. For example, they enable discussions to be held about further training and development, personal and professional issues and children's needs. The manager effectively monitors performance informally on a daily basis and addresses any issues immediately. Staff morale and performance are high and they comment on how well they are supported by the manager. However, there is room to strengthen performance management even further, so that staff can continue to improve on their already good teaching skills.

There is a strong culture of reflective practice in the pre-school. The manager is committed and passionate and acknowledges that there is always room for improvement. All staff are involved in providing feedback and suggesting new and innovative ways of enhancing the environment. Each member of staff is responsible for developing an area, fostering a unified approach to utilising space and improving the environment. The manager and staff consistently consult with children to gather feedback and gather their views and opinions. Children's voices are highly valued and respected, resulting in a warm, friendly and child-centred environment. The pre-school staff have developed strong partnerships with parents and carers. The home to pre-school book ensures that information about children's activities, experiences and development are effectively shared. The parents' notice board, the community board and the pre-school web-page provides a wealth of useful information. Furthermore, the manager has a number of plans in place to engage parents even more in their children's learning. The manager has very strong links with other childcare providers and children's centres, sharing good practice, ideas and training whenever possible. In addition, she receives valuable support from the local authority adviser, effectively contributing to meeting children's needs.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY410312
Local authority	Lancashire
Inspection number	851078
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	41
Name of provider	Dallas Road Kids Club
Date of previous inspection	13/06/2011
Telephone number	01524849106

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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