

Puddleducks Nursery

Inspection report for early years provision

Unique reference number EY372004
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Inspector Daphne Prescott

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Puddleducks Nursery was opened in 2001 and re-registered under its current owner in 2008 and operates from a large detached converted house in Worthing, West Sussex. All children share access to a secure enclosed outdoor play area.

A maximum of 52 children may attend the nursery at any one time. There are currently 84 children aged from six months to five years on roll. The nursery is open each weekday from 08.00 to 18.00 for 52 weeks of the year.

The nursery employs 17 members of staff. Of these, 14 hold appropriate early years qualifications and two members of staff are working towards a qualification. In addition, three qualified members of staff are working towards a Level 5 qualification. The setting is registered on the Early Years Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The nursery provides a warm and inclusive provision where children are settled and happy. Children make good progress in their learning and development as staff work well together to provide a broad and balanced range of learning opportunities relating to children's interests and abilities. Staff work very well in partnership with parents to ensure that each child's needs are successfully met. The effective involvement with staff, parents and carers ensures that the management and staff has an accurate understanding of the strengths and weaknesses of the provision, this results in a service that is responsive to the needs of the users.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop children's knowledge of linking sounds to letters, hearing and saying the initial sound in words and know which letters represent the sounds
- develop opportunities for children to learn about their local community
- review the time taken for older children being served lunch and further develop their independence at meal times.

To fully meet the specific requirements of the EYFS, the registered person must:

- conduct a written risk assessment and maintain a record of when and by whom they have been checked (Suitable premises, environment & equipment)

22/05/2009

The leadership and management of the early years provision

The nursery's atmosphere is warm and welcoming for children and their families. The manager and staff provide a lovely environment that stimulates children's interest and enjoyment. They also provide a wide range of play equipment and resources that encourage children's learning and development. Toys and resources are accessible from low level shelving and boxes in the play rooms helping children to make independent choices. Children arrive excited; they are pleased to see each other and staff, and are happy, busy and involved in their play and learning.

The setting works very well in partnership with parents and carers. There is an effective key person system so new parents are made welcome and are well informed about many aspects of the nursery. Information about children's needs is obtained through discussion with parents and carers, ensuring staff have relevant information to meet children's individual needs. Therefore, children are confident and happy because parents share information about their child's routine, care and development. Furthermore, babies settle well because home routines are closely followed in the baby room when they first start. Parents are provided with regular opportunities to attend meetings to meet with staff to discuss their children's achievements and development. There are many ways in which parents are kept informed about the service, plans and events: newsletters; open evenings; notice boards; and the nursery's policies and procedures are discussed with parents. Parents and carers have opportunities to make their views known by also using the suggestion box. The parents and carers are immensely pleased that their children are happy and making good progress; they receive regular feedback on their children's development and say that they are very happy with the nursery and the recent changes that have been made.

Since the last inspection the manager and staff team have worked extremely well to make improvements to the nursery, which have been successfully implemented. They have addressed the actions and recommendations set at the last inspection and show commitment and ability for continuous improvement to benefit all the children and their families. The manager has a clear vision for providing the best care for all children, which is well supported by the staff who work very well together. The positive relationship between the manager and staff ensures the children are well cared for. For example, there is active involvement of all the staff in their staff meetings to discuss their ideas. Furthermore, appraisal meetings with staff enable them to identify their own training development needs and monitor their performance. In addition, the self-evaluation is used effectively in identifying areas for continuous development. For example, they are looking at developing opportunities for children to learn about their local community.

The setting has in place appropriate procedures to ensure children's safety and welfare. For example, a video intercom system is in place at the main entrance which prevents unauthorised persons entering the nursery. Effective robust recruitment and vetting procedures are in place. Staff are vigilant in carrying out visual safety checks to ensure that children are safe in all areas of the nursery. Written risk assessments are in place for fire equipment. However, written risk

assessments have not been completed for the premises and so are not used as a working document that is regularly reviewed by staff to guide practice. This is a specific legal requirement. The manager and staff have good knowledge of safeguarding children and their roles and responsibilities in reporting concerns.

The quality and standards of the early years provision

Children make good progress towards the early learning goals and enjoy their time in the setting. The growing understanding of the Early Years Foundation Stage enables staff to help children make this good progress. Children are happy and they spend their days absorbed in stimulating activities with their friends. The planning of children's activities is flexible, responding to children's individual interests, their starting points and their capabilities. The organisation and the planning of the learning environment is linked to the six areas of learning and enables children to play freely and spontaneously. Detailed observations are routinely made of each child and planning and evaluation processes lead to the identification of children's next steps.

Children benefit from good interaction with staff, who support them well in their play, making suggestions, asking questions and encouraging children's language development, through constant conversation. However, staff do not always encourage the more able children to link sounds to letters during activities by saying the initial sound in words and know which letters represent the sounds. Children look at books independently and enjoy stories, they listen avidly to a story in a large group at the end of the morning, and enjoy ad hoc stories in small groups sitting comfortably with a member of staff reading to them in the book area. Children have a lovely time with activities, such as painting, play dough, sticking and cutting with child friendly scissors. They are developing their imagination through role-play in the home corner. They are confident and sociable and talk freely about events in their own lives. They have fun reinforcing their counting and number recognition skills in daily activities. From baby to toddler to pre-school, children are finding out how things work as they press buttons to make things pop or light up, to controlling the mouse when using the computer. Babies use their senses as they explore their toys displayed on the floor, feeling and smelling different objects, and listening to sounds. Much is done to promote equality by raising children's awareness of different lifestyles through celebrating special events. Consequently, they develop respect for and insights into cultural diversity. Children are well behaved because they are actively engaged in the interesting activities. They learn to share and take turns and are considerate of each other as they build friendships with their peers and share warm and caring relationships with staff. Children's achievements are praised and valued and staff use positive language which promotes their self-esteem and confidence. For example, children proudly talk about how they helped to tidy up the buttons and place them in the box.

Staff encourage children to stay healthy through carrying out 'healthy eating' projects and explaining why it is important for them to wash their hands at appropriate times. They also encourage children to develop a healthy lifestyle through the provision of healthy and nutritious meals and snacks that support their

individual dietary needs. During the day older children are able to help themselves to their individual labelled water bottles and younger children are regularly offered drinks so that they remain hydrated. At lunch time older children sit around small tables which create a social and homely atmosphere. However, lunch time is not well organised as some children have to wait patiently for their lunch due to the numbers of children being served. In addition, children's independence is not promoted as the older children do not serve their own food. Children's awareness of their own and each other's safety is promoted well, they are reminded to be careful as they move around, and in their play. Children have good opportunities for physical exercise and outdoor play, in the well presented nursery garden. They pedal ride-on toys, confidently climb and slide down the slide with great excitement. Babies have an enjoyable time as they play safely in a separate secured area, where they are able to crawl around exploring their environment with great confidence.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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