

Puddleducks Daycare Ltd

Inspection report for early years provision

Unique reference number	EY385959
Inspection date	13/05/2009
Inspector	Saida Cummings
Setting address	36 Swan Lane, EVESHAM, Worcestershire, WR11 4PA
Telephone number	01386 765446
Email	
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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Puddleducks Day Nursery is one of two daycare settings owned by Puddleducks Daycare Limited. The setting opened in 2005 and re-registered under new ownership in 2008. Children are cared for in a two-storey house situated in Evesham, Worcestershire. All children share access to a secure enclosed outdoor play area. The premises are accessed via one step and a ramp to the main entrance. A maximum of 66 children may attend the nursery at any one time. Children from the age of three months to five years of age attend the setting. The nursery serves the local and surrounding areas.

There are currently 63 children attending who are within the Early Years Foundation Stage (EYFS). The setting is in receipt of funding for the provision of free early education to children aged two, three and four. The nursery is open each weekday from 08.00 to 18.00 all year round. This provision is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery offers support to children with learning difficulties and/or disabilities, and children who speak English as an additional language.

The setting employs 19 staff who work with the children. Of these, 12 hold appropriate early years qualifications. Currently five staff are working towards a recognised childcare qualification. The setting also employs a cook, administration and ancillary staff. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting is very successful at making sure children make good progress in all areas of their learning and development. Children flourish due to good quality care and the strong attachments they make with their key persons. Interesting and stimulating experiences are offered to enthuse and encourage children to want to learn, and good arrangements exist to promote children's health and safety. Children's right to choose, make decisions and voice their thoughts and opinions is supported exceptionally well so that they are fully included and develop a strong sense of belonging and self-esteem. Although there are systems for self-evaluating, these are not yet sufficiently developed to ensure that continuous improvements are made in all areas.

What steps need to be taken to improve provision further?

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

- develop the information shared with the parents and carers to ensure they are given opportunities to be able to extend their children's learning in a variety of ways
- develop the self-evaluation system further to ensure priorities for making

improvements are identified and implemented in all areas.

The leadership and management of the early years provision

Effective operational routines ensure that the nursery runs smoothly and children benefit from continuity of care within a safe and stimulating environment. The managers and staff are enthusiastic, dedicated and work well together as a strong and supportive team. Staff constantly update their knowledge through training and work closely with parents and carers to ensure children's individuality is fully supported. Individual development plans, collaborative working and sustained shared thinking make sure that all children are treated as individuals, listened to and respected. Comprehensive steps are taken to ensure children are well integrated within the setting. This includes excellent procedures for caring for any children with learning difficulties and/or disabilities. The managers and staff work very well with the parents, carers and outside agencies to ensure any children with specific needs are well supported and able to develop to their full potential. The management team and staff are fully committed to working in partnership with parents and carers, and have devised effective systems to enable parents and carers to share their views. Parents and carers are kept well-informed of their children's progress through daily verbal and written communication systems and regular meetings. However, although they are supplied with some information to encourage links between the home and the setting, the information supplied is not yet sufficiently developed to ensure parents and carers are given opportunities to be able to extend their children's learning in a variety of ways.

Children are safeguarded by a team of staff who have a good understanding of the issues surrounding child protection and recognise that this is their first priority. They are kept safe as there are very effective systems for risk assessing all areas, indoors and outdoors, and all staff are made fully aware of any potential risks to ensure hazards to children are minimised. For example, all local outings are fully risk assessed and staff are made aware of the procedures they would follow in an emergency. Children are safeguarded because of the effective policies and procedures which are successfully implemented. Robust systems for the recruitment, vetting and induction of staff ensure that children are cared for by suitable and knowledgeable adults. Self-evaluation is in its infancy and identifies improvements in some areas. However, the self-evaluation system is not yet sufficiently robust to ensure that the setting is continually striving for further development in all areas. The managers and staff have started to develop links with others involved in children's care, for example, other local daycare settings and childminders. This includes written communication systems to ensure that children's needs are met through a consistent approach.

The quality and standards of the early years provision

Children are motivated, enthusiastic and are progressing very well towards the early learning goals. Staff encourage and praise children in everything they do, ensuring they supervise and support them without inhibiting their ideas and imagination. Children's independence, self-esteem and confidence is nurtured

through everyday routines and activities, such as putting on and taking off their own coats and hats. Safety is given a high priority throughout the provision and children's understanding of a healthy lifestyle is well developed. Children develop their physical control due to the wide range of indoor and outdoor activities offered that build on and extend their balance, coordination and spatial awareness. They make the most of the outdoor facilities to play out in the fresh air, learn new skills and enjoy investigating and exploring their surroundings. For example, they enthusiastically join in with hunting for mini beasts whilst playing outdoors. They carefully lift up logs and look in the flower beds to see which mini beasts they can find and get very excited when they find some woodlice.

Children's health and welfare is very well catered for as they are cared for by an experienced and dedicated group of staff. They receive freshly-prepared healthy and nutritious meals and snacks which also take into consideration their likes and dislikes. Older children are able to develop their basic skills when they use the self-serve snack café, such as spreading their rice cakes and pouring their drinks. Children are made aware of healthy eating through a variety of planned activities, such as regularly taking part in shopping trips to the local shop to purchase fresh fruit for their snacks. Children have many opportunities to explore and investigate, and to extend their imagination and problem solving skills. For example, young children enjoy using natural materials, such as wooden spoons, metal household containers and various textured materials to explore their senses and experiment. Children of all ages relish joining in with craft and sensory activities, such as printing with paint and creating colourful collages and mobiles. All children have regular access to communication, information and technology equipment, such as interactive toys and play telephones.

Children are settled, happy and enjoy their time in the welcoming and stimulating environment. There are effective systems for observing children and assessing their progress. The key persons successfully use children's individual progress records to plan interesting activities which support each child to move on to the next stage in their development. Children's language and literacy skills are developed through fun and relaxed activities, such as joining in with circle time and singing familiar nursery rhymes. They eagerly join in with conversations and chat animatedly during their play and everyday routines. Children develop a strong sense of belonging within the setting, enjoy the attention of caring staff and engage in both self-selected and planned activities individually and also with their peers. They participate in activities and events throughout the year which help them to gain an appreciation of the wider world. For example, they join in with fun activities linked to the Spanish theme, such as tasting Paella for lunch and using their home-made shakers and maracas during the music and dance sessions. Their awareness of the world around them and the wider society is encouraged through a range of activities and outings, such as visiting the local riverside to feed the ducks.

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met