

Puddleducks Day Nursery

Inspection report for early years provision

Unique reference number	EY303073
Inspection date	10/06/2009
Inspector	Deborah Kerry
Setting address	Puddleducks Day Nursery, 105 Old Heath Road, COLCHESTER, CO1 2EX
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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 Day Nursery is one of four nurseries run by Puddleducks Child Care Ltd. It opened in 2005 and operates from three rooms in a converted and extended barn. It is situated in the centre of Colchester. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 52 weeks of the year. All children share access to secure enclosed outdoor play areas.

There are currently 78 children aged from birth to under five years on roll. Of these 32 receive funding for early education. Children come from both the local and wider catchment area. The nursery currently supports a number of children with learning difficulties and/or disabilities.

The nursery employs 11 staff, of these ten, including the manager hold appropriate qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's welfare, learning and development in the Early Years Foundation Stage (EYFS) are effectively supported by the well qualified staff. Children's individual needs are fully understood by staff and through regular observations their interests and the next step in their learning are clearly identified and included in the weekly plans. The setting has good relationships with parents and seeks support and advice from other professionals to ensure that each child's needs are fully understood and supported. The setting has established effective procedures for evaluating and monitoring their good practice and have in place strategies to ensure this is undertaken on a regular basis so ongoing improvements are effectively identified.

What steps need to be taken to improve provision further?

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

- develop further the exchange of information with other providers delivering the EYFS to maintain children's progression and continuity of care.

The leadership and management of the early years provision

The setting has in place a comprehensive range of policies and procedures to support their good practice which are regularly reviewed and shared with parents. Written risk assessments have been undertaken for all areas, equipment and activities both inside and outside the setting to ensure that children are effectively protected from any potential dangers. There are clear, effective procedures for the emergency evacuation in place, ensuring children's safety is effectively maintained. Staff complete a daily checklist before children arrive to ensure that there are no

hazards accessible inside or outside. Children's welfare is fully supported as all staff have a good understanding of their responsibilities for safeguarding children and there are clear procedures to follow if they have any concerns about a child's welfare.

Parents are kept fully informed and involved in their child's progress, as their records are sent home on a regular basis for them to read and they add comments about their child's learning and development. There are parents' evenings held twice a year so that they can talk to their child's key person and discuss how their child is progressing. Parents receive daily feedback from staff when their children are collected, along with regular newsletters and the information on the notice boards, keeping them informed of events and activities within the nursery. Parent questionnaires and comments cards are available to gain feedback from parents on areas for development to further improve the evaluation of the setting and practice. The nursery works in partnerships with the local primary school children will attend to support their transition, but has limited exchange with other providers delivering the EYFS children attend to ensure their needs are met and for the continuity of care.

The management has put in place many positive changes to the layout and physical environment of the setting which has enhanced children's time within the nursery and resulted in improved outcomes for their learning and development. For example, children are able to self select resources and equipment promoting their independence, as resources are set out in the different learning areas within their reach. All staff members have been included in reviewing and evaluating their practice and areas for development have been identified to benefit children and to further improve their good practice. The nursery has completed the Inclusion Development Plan which has enabled them to develop the physical environment to enhance the learning of children with additional needs and ensures that they are fully supported. Staff have undertaken additional training which has enabled them to support children's language skills effectively. For example, pre-verbal children in the baby room are able to have their needs met effectively as they communicate with staff using Makaton.

The quality and standards of the early years provision

Children are provided with a variety of foods for snacks and meals, which promotes their good health and also helps to develop their understanding of how to keep themselves healthy. Children are developing a good understanding of personal hygiene as they are encouraged to wash their hands before eating and after using the toilet. Staff discuss the reasons why they do this "to remove germs, so that we do not get sick". Children have free access to water to ensure they remain hydrated. Children have regular access to the outside play area which helps to promote their physical development well. Children in the over three's room have access to a decking area as an 'outside class room' which increases their experiences and enhances their learning through a wider range of activities. They can use bikes and cars in the outside area, they also plant seeds and water the plants which promotes their health and understanding of the environment.

All staff have a good knowledge of the EYFS and work together to plan a range of activities around children's interests to support their progress. Staff adapt activities to ensure that all children are able to participate regardless of their individual abilities. Individual plans are developed with support from parents and other professionals to ensure that children with learning disabilities are fully supported in their learning and development. There is a range of posters, pictures and information in other languages to support children where English is a second language. Children have access to a range of resources and different world festivals are celebrated throughout the year, which helps children to develop an understanding of the wider world. Children's individual backgrounds and cultures are acknowledged and celebrated which ensures they learn about and respect the heritage of others.

Each child is assigned a key person to help them settle and support their progress. Children enjoy listening to stories and older children are beginning to recognise the letters in their names. All children have opportunities to take part in a range of creative activities and their work is displayed in each room, promoting children's self-esteem. Children are provided with a range of tools and resources for mark-making and to develop their early writing skills. For example, they use brushes for painting with pencils and crayons for drawing and colouring. Babies explore natural materials in treasure baskets and listen to different sounds in shakers. Older children look at what happens to ice when it is left out of the freezer and talk about the worms they collected when out on their nature walk. They enjoy listening to the story 'we're going on a bear hunt' and staff extend children's learning through a range of practical activities. For example, they went on a walk on the nature trail next to the nursery, this helped to support their knowledge on positional language as they talk about going under, over, round and through as they go 'looking for bears'.

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?	1
The capacity of the provision to maintain continuous improvement.	1

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?	1
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?	1
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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