

# Puddleducks Nurseries

Inspection report for early years provision

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**Unique reference number**

EY406257

**Inspection date**

10/06/2010

**Inspector**

Gulnaz Hassan

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## 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.

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## **Description of the setting**

Puddleducks is a privately owned day nursery. It was registered in 2010 and operates from a purpose built building in Southgate in the London Borough of Barnet. Children have access to two rooms on the ground floor and two rooms on the first floor. The nursery is open each weekday from 7.30 am to 6.30 pm. All children share access to a secure outdoor play area. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 33 children may attend the nursery at any one time. There are currently three children in the early years age group on roll.

There are six members of staff, four of whom hold early years qualifications to at least level three and one staff member who is working towards a qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The setting provides effectively for children in the Early Years Foundation Stage. Children are safeguarded and their learning and welfare is promoted well. Inclusive practice is good, for instance staff have a good knowledge of children's backgrounds and of their individual needs and there are good systems in place to support children with learning difficulties and disabilities. Since the recent registration, the management and staff have worked hard to implement systems that ensure that the welfare and learning requirements are well met and that outcomes for children are exceptionally good. In addition, the setting have continued to reflect on their practice and have developed short and long term goals to ensure continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- develop the resources and play materials available in order to promote diversity and inclusion positively

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

The management and leadership are committed to the continual improvement of the setting and have been a driving force for ensuring secure development and progress within a very short time following registration of the setting. The systems for self-evaluation are used to good effect in noting the strengths of the setting and highlighting areas for improvement. They seek the views of parents and take these into account when considering changes to the provision. Future plans are well targeted to improve the outcomes for all children, for example, a greater focus on reflecting cultural diversity within the setting.

The procedures in place to safeguard children are robust. For instance, child protection procedures are clear, effective and well understood by staff. There are good systems in place to ensure the suitability of staff. Additionally, a more recent implementation is the procedure to ensure that staff remain suitable to look after children. Risk assessments are in-depth and ensure that children are safe and secure. All records, policies and procedures are effective, well maintained and systems are in place to ensure the regular review of documents to ensure accuracy of information.

Staff promote an inclusive setting where children can access a wide range of interesting resources each day. In this way, they offer a stimulating play environment that encourages children to explore independently. Staff are well deployed to support children in their play and learning in different ways, both indoors and outdoors. The child centred and practical organisation is effective in offering children a well-balanced learning environment that includes, for example, a range of opportunities to follow up initial interests and to participate in adult-led activities. The organisation of outdoor play works very well, allowing children to take part in a variety of activities within the well resourced garden.

Partnerships with parents are well established. Initiatives have been implemented to ensure that a good two way flow of information and knowledge about children's starting points, learning and individual needs are exchanged effectively. Information about children's learning is shared with parents through a number of formal and informal meetings with both key persons and management. There are good systems in place, including a complaints procedure, to encourage and enable parents and carers to hold discussions and express concerns about their children's care and learning. Parental interaction and involvement within the setting is an area that is developing well. The nursery has formed links with external agencies such as the local early years and specialist support for children with additional needs. Management are happy to forge links with other provisions should children attend more than one setting to promote continuity of care.

## **The quality and standards of the early years provision and outcomes for children**

Staff have a good knowledge and understanding of the Early Years Foundation Stage requirements for learning. This ensures that children are making good progress towards the early learning goals. A good assessment system is in place to measure children's achievements on a weekly basis and to plan for the next steps in their learning. Staff plan and provide a range of activities which cover the six areas of learning well, these take into account the individual learning needs of children. Well resourced and organised areas for play additionally support children's learning. Children have sufficient opportunity to consolidate their learning; this is particularly evident during moments of free and self initiated play when children engage in pretend play in the home corner, make marks with paints and crayons and engage in water play. Staff are well deployed to support children and they interact and engage very well with children. The setting operates a very successful key person system to help children settle well within the nursery, there

are strong attachments in place and children, particularly in the younger age groups are particularly well-nurtured. As a result, new children settling in demonstrate exceptionally high levels of security and contentment. Through taking part in creative activities based on cultural and religious festivals, children learn about different cultures and beliefs, thereby developing respect for others. They have good opportunities to be active outdoors, benefiting from periods of play and exercise in the fresh air.

The nursery promotes inclusive practice and children are well supported as individuals. Staff seek information about the child's home language in order to support the child fully whilst settling in order for children to feel included. For instance, they collect photos of their own families, this helps children to develop their self-esteem and to feel valued. Staff demonstrate a good understanding of supporting children with additional needs appropriately. The resources and play materials that promote diversity and inclusion are as yet not fully in place. However, children celebrate events and take part in experiences that are relevant to them and the local community.

Children have good relationships with staff which gives them a good sense of security. They are busy and engaged in their play. Children know what is expected of them and they become secure in their routines and feel valued. Children's social and emotional well-being is well nurtured. Children are developing an understanding of healthy lifestyles as they are offered healthy meals and snacks. There are good hygiene practices in place, such as children learning to wash their hands before eating. Children are learning about safety, for instance there are good evacuation procedures in place and a good ratio of staff to ensure children's safety and wellbeing. In addition, staff hold first aid qualifications and all accidents and medical needs are recorded effectively.

## 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*

### The overall effectiveness of the early years provision

|                                                                                                      |   |
|------------------------------------------------------------------------------------------------------|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

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

|                                                                                                      |   |
|------------------------------------------------------------------------------------------------------|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources                                           | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding                                                                    | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships                                                                    | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

|                                                                  |   |
|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|------------------------------------------------------------------|---|

### Outcomes for children in the Early Years Foundation Stage

|                                                                  |   |
|------------------------------------------------------------------|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| The extent to which children feel safe                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 2 |
| The extent to which children develop skills for the future       | 2 |

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## **Annex B: the Childcare Register**

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

Met