

# Puddle-Ducks Nursery

Inspection report for early years provision

---

<b>Unique reference number</b>	EY402794
<b>Inspection date</b>	28/06/2010
<b>Inspector</b>	Lorna Lorraine Hall
<b>Setting address</b>	95 Lacy Road, LONDON, SW15 1NR
<b>Telephone number</b>	07985195389
<b>Email</b>	ceo@wvsda.org.uk
<b>Type of setting</b>	Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Puddle-Ducks Nursery registered in 2010. It is owned by Wandsworth Volunteer Sector Development Agency. The nursery is accommodated in purpose built premises which are located in a residential road close to Putney High Street, in the London borough of Wandsworth.

The nursery opens each weekday from 7.30am to 6pm. All children share access to an enclosed communal outdoor play area and there is a shaded area for children under two. After school care and holiday play activities will be offered for small groups of up to 13 children under eight years of age who will be accommodated in the separate annexe building.

The setting provides 57 places for children under eight years old. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are 24 children on roll, all of whom are in the early years age group.

The setting receives support from Wandsworth Early Years Development and Childcare Partnership.

Seven members of staff, all of whom have an early years qualification, are employed to work with the children.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare is promoted because clear safeguarding procedures are in place. The deployment of space and resources for babies enables them to crawl and learn to walk in a safe environment. However, this is not consistent in the classroom used by the older children as children cannot always access resources. Children's health is promoted because members of staff have up to date first aid and food handling training. There are lots of opportunities for children to enjoy outdoor play. There is a strong emphasis on inclusion and staff work in partnership with parents to support children who have English as an additional language. Records on the children are generally well maintained but there are no systems to keep complainants informed about the outcome of complaints. There are gaps in the information recorded in some of the children's learning journals. Good use is made of external childcare consultants to develop systems for ongoing self-evaluation and to support staff. Staff are supported to carry the vision of the nursery forward.

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

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

- make available to complainants the outcome of any 30/06/2010

investigation carried out (Safeguarding and welfare)  
(this also applies to the compulsory part of the  
Childcare Register)

- ensure records are available for inspection  
(Documentation)

30/06/2010

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

- ensure all the children's learning profiles are up to date
- improve the deployment of resources to enable children to engage in spontaneous play.

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

Children are successfully safeguarded because practitioners are knowledgeable of legislation to protect them. The setting has strong links with the relevant agency for advice and support. Arrangements are in place to ensure any safeguarding concerns are dealt with promptly and in the best interest of the children. The written safeguarding policy has clear procedures to deal with allegations against staff.

There is a strong emphasis on equal opportunity and this is promoted through the daily practices and through written policies and procedures. New members of staff are required to visit the nursery as part of the recruitment process. All staff are employed on a six month probation during this time they complete a check list to ensure they are knowledgeable about the policies and procedures and the related framework. Members of staff have completed suitable vetting procedures and are appropriately qualified to work with children. Temporary staff are asked to provide evidence of their suitability to work with young children. Risk assessments, indoors and outdoors, are carried out and recorded.

Records required for the safe and efficient management of the provision are generally well maintained and meet requirements. Arrangements to administer medication to children and the information parents receive about the care and exclusion of children who are ill are in line with requirements. However, some of the records are stored on the computer and were not available at inspection. Staff have a clear understanding of how to deal with complaints and the need to keep a record. However, at inspection there was no evidence to show that complainants are informed about the outcome of complaints.

Partnerships with parents ensure staff have the required information to meet the individual needs of all the children. Parents receive information about the nursery, their children's progress and how they can enhance learning at home. The key person system is very effective and keeps parents informed about their children's welfare. Additionally, members of staff record information they receive about the children in the communication books which are available to all staff. This ensures information is passed on and promotes continuity of care. Systems are in place to

support children who have additional needs.

The leader has high expectations from staff and through one to one supervision from the manager, input from external childcare advisors and links with the early years, the leader has identified areas of the nursery for improvement, such as obtaining computers for the children to use and to employ a permanent manager and deputy with Special Educational Needs training. The leader has also consulted early years advisors to help develop systems for ongoing self-evaluation. The parents forum and recent fun days work well in getting feedback from parents and others in the community. The leader works in partnership with three universities to provide practical placements for childcare students. Plans are also in place to narrow the gap and provide subsidies for childcare places to the less fortunate in the community.

The nursery operates on a high staff ratio, however, although there are sufficient staff older children wait a long time for the next activity. For example, after a long singing session children go in to the dining room for snack, they then wait for more than 10 minutes for staff to bring the snacks to them. The organisation and storage of resources in the class room used by the older children limits the children's opportunity for spontaneous play. For example, the large chalk board has tables and a sand tray stacked against it so the children cannot access it freely.

Partnerships with others are strong and the leader is in partnership with a national childcare charity organisation as a way to promote the nursery and to make it more accessible to the neighbouring boroughs.

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

Overall children make sound progress in their learning and development. Practitioners have a secure knowledge and understanding of the Early Years Foundation Stage. Consequently, they use the information parents provide about their children's capabilities and learning styles to plan and deliver interesting activities under the six areas of learning. Space and resources are effectively deployed to enable children under two to crawl and use strong, quality furniture to support them as they learn to walk. They have ample opportunities to engage in outdoor play and have direct access to the garden. Babies enjoy circle time because it promotes their self-esteem; practitioners sing their names and use gestures, such as waving their hands, to involve them. Lots of eye contact and smiles as they wiggle their toes and attempt to reach for the book indicate they enjoy the story. Older children make choices during circle time and ask to sing favourite songs, such as, 'Cho-cho train'. Singing is a favourite past time for the older children and they regularly sing songs as they prepare for the next activity. Play with items in the treasure basket, such as spoons and metal pots and pans, enables them to use their senses to interpret what they can feel and see.

Flexible settling in plans ensure children are well settled; in addition, parents give good information to ensure meals and sleep routines for children under two are

consistent. Consequently, the arrangements for children under two to eat and sleep ensure their individual needs are met on demand. Practitioners keep a record of these routines to share with parents at the end of the session. Children build secure relationships with practitioners and adults. Children sit on the floor and babies press the different buttons on the interactive play mat and look surprised by the noises they can hear. They make connections as they link sound to pictures.

Beautiful displays of the older children's art work promote the children's understanding of each other, as they use prompts from the story 'The hungry caterpillar' to create a birthday chart. Names and photographs of the children are displayed in all the class rooms for parents to provide information about their children's interest. Due to the recent changes to the management structure there are gaps in some of the children's learning journals. However, practitioners record ongoing developmental observations about the children as they engage in every day activities. Most of the learning journals show how staff plan for the children's learning.

Children develop skills for the future as they sit at the dining table at meals times. Most of the children can feed themselves independently with a knife and fork. They explore size and use their fine motor skills to join different shapes to create beautiful flowers. Children are well behaved, polite and show regard for each other. Staff are positive role models of acceptable behaviour.

Staff work well with parents to support and meet the needs of children who have English as a additional language. Parents provide key words in their children's first language for staff to use. Lots of repetition further promotes their understanding of English. Staff are skilled at involving all the children during group activities, through songs, quiet discussions and lots of support. Children learn about diversity through play with resources which depict positive images of diversity.

Children safety is promoted through effective routines. For example, parents give their consent for their children to engage in external outings. They also provide detailed information about persons authorised to collect their children from the nursery. As an extra safety measure a no shoe policy is in operation in the baby room so the babies can crawl around in a hygienic environment. Effective safety measures, such as a stair gate and proper fire detectors, are fitted and children take part in regular fire drills. Practitioners are good role models of safety and they check the garden before the children go outside.

Children take responsibility for their own health and safety; they wipe their feet after play outside. They are protected to ensure they can enjoy outdoor play in all weather conditions. To ensure individual dietary needs are met, children have individual place mats with information about their dietary requirements. Staff handling food have attended appropriate training and meals are freshly prepared by the cook. Meals are healthy and nutritious and include food from other cultures; there is always a vegetarian alternative. Meal times are sociable and adults and children eat together. Children are confident and shout out at lunch time, 'I like chocolate cake'. Younger children woo and coo to indicate they enjoy their meal. They show practitioners their empty plate to indicate they would like more pudding. Cot and bed linen are washed weekly or more regularly if they dribble or

have a accident. Older children have access to water at all times during the session. Younger children are offered water to ensure they do not remain thirsty. Children enjoy fresh fruit, milk or water at snack time.

Every day the children have opportunities to enjoy the fresh air; they run around in the garden, climb the frame and slide down, ride bikes, and push buggies and trolleys in the garden. This promotes their good health.



## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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

The quality of the provision in the Early Years Foundation Stage	3
------------------------------------------------------------------	---

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Procedures for dealing with complaints) 30/06/2010