

Puddleducklings Nursery

Inspection report for early years provision

Unique reference number	EY416048
Inspection date	20/07/2011
Inspector	Susan Ennis

Setting address	9 St. Catherines Road, GRANTHAM, Lincolnshire, NG31 6TS
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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*.

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Description of the setting

Puddleducklings Nursery registered in 2010 and operates from premises in the centre of Grantham in Lincolnshire. The nursery serves the local and wider community. The nursery is accessible to all children and there is a fully enclosed outdoor play area.

The nursery opens for 50 weeks of the year from 7.30am to 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register. A maximum of 18 children may attend the nursery at any one time and there are currently 26 children on roll. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs six members of child care staff. Of these, all hold appropriate early years qualifications. The nursery receives support from the local Early Years department.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff create a very welcoming and safe environment in which all children thrive. Planning is flexible, taking into account children's likes and dislikes, enabling them to enjoy their time at the setting and make good progress in their learning and development. The staff build trusting relationships with parents and carers and keep them well informed about their children's development and the day-to-day running of the setting. Senior staff lead a culture of reflective practice where all staff work together to review the setting's strengths and areas for improvement and are committed to continuous improvement for all children and their families.

What steps need to be taken to improve provision further?

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

- develop further the systematic use of assessments and planning to demonstrate children's progress towards early learning goals and ensure that this information is shared with parents
- develop further the use of reflective practice to ensure that the views of parents and users of the setting are regularly sought.

The effectiveness of leadership and management of the early years provision

The effective implementation of the nursery's comprehensive policies and procedures support the daily running of the setting and ensure that children are

offered a safe and secure environment. For example, there are robust procedures for checking that staff are suitable to work with the children and a rolling program of training to further increase their childcare knowledge. Staff fully understand the procedures to follow relating to safeguarding children, ensuring that their welfare is promoted and they are fully protected at all times. The staff are also made aware of the setting's strict procedures regarding social network sites and mobile phones, ensuring the children's continued safety. Staff further protect children's safety by taking effective steps to minimise any hazards. They carry out daily safety checks of the areas used by the children and complete comprehensive risk assessments on a regular basis. Staff demonstrate a high level of awareness regarding the security of the building and therefore the children. Parents and children enter the main door on arrival but only after being identified by staff. A notice by the intercom reminds staff 'If in doubt. Leave them out'. All visitors are recorded as well as the staff and children. Staff are very aware of recording the children's exact times of arrival and departure, protecting their safety and welfare further.

The nursery skilfully promotes equality and diversity enabling them to offer a service that is inclusive for all children and their families. Staff work closely with the parents to ensure that they understand each child's background, needs and beliefs. For example, parents are encouraged to share every detail of their child's routine with the staff to ensure that all their individual needs are met and home routines maintained. The nursery actively encourages children to learn and understand about the society in which they live. For example, celebrations of festivals such as Eid, Chinese New Year and Holi are built into the planning of activities and a broad range of resources, such as, dolls, books and musical instruments broaden children's understanding of the diverse world in which they live.

Children's individual development is effectively promoted because the nursery has effective procedures in place to support, monitor and evaluate their progress. The interesting range of available resources is actively used and the inclusive, child-friendly environment is conducive to children's learning. For example, low-level storage units encourage children to freely choose what to play with and child-sized furniture ensures that they can all sit comfortably while they do so. A home from home environment is also provided. For example, comfy chairs and a sofa ensure that staff can sit in a relaxed manner to feed babies and sooth them whilst they have their bottle. The nursery makes good use of the local facilities as they take the children to story time at the local library, visit the pet shop to look at the fish and walk to the park where the children can crawl and explore the grassed area and help to feed the ducks.

The nursery is fully committed to building effective links with parents, carers and other providers to positively promote the continuity of care and education for all the children. Parents are kept suitably informed about their children's progress as they are invited to look at their development folders at any time. They also share information with staff through use of text messages, e-mails and use of 'My day at Puddleducklings' sheets. However, this is an area for further development to ensure that parents are fully involved in their children's learning. Parents are actively informed about the nursery's good practice and working ethos through

comprehensive policies, a parent's notice board, regular news letters and the very open relationship encouraged with the staff and manager.

Staff show a genuine desire to promote the best care and opportunities for children and are committed to sustainability. They have made some changes since registration, such as, adapting the planning of activities to meet the ever changing ages and abilities of the children attending. Senior staff are pro-active in listening to advise and respond positively to the feedback given at inspection. They monitor the setting by completing the self-evaluation form and are making action plans for the future. These include changes to the building and outside area to provide an office, more storage and a covered play space for the children. Staff are enthusiastic and committed to sustainability. However, as they are not regularly involving the users of the setting in their reflective practice, they are not gaining a clear picture of their views to potentially assist them in improving the outcomes for the children.

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

Children are offered interesting and stimulating opportunities to help them effectively progress and develop across all areas of learning. Information is gained from parents about children's home lives and their likes and dislikes. This information is then incorporated into the plans for children's progress. Staff know the children very well and record their attainments through use of observation, assessment and planning for their next steps. Each child has a record of achievement that highlights their progress through written observations, examples of their work and photographs. However, as the current systems do not consistently demonstrate when children's next steps of progress are achieved children's development is not optimally promoted.

Children's learning is effectively encouraged through a range of adult-led and child-initiated activities that provide a good level of challenge appropriate to their age and stage of development. Flexible planning ensures that children's interests and spontaneous choices are taken into account. For example, when children select a basket of ball activities, staff support them in working out how the balls reach the bottom of a tube. Children quickly learn that pressing a button releases the balls and confidently repeat the action, consolidating their understanding of cause and effect. Children further develop their knowledge and understanding as they thoroughly enjoy playing with the water. They experiment with some rubber sea creatures, laughing as staff make water squirt out of the toy's mouths. Less confident children are sensitively supported until they feel able to join in. They later demonstrate their growing confidence as they move to the sand tray, touching the sand with their hands which they were previously very reluctant to do. Children use their mark making skills to colour-in pictures selected by themselves and build their concentration skills as they sit at the activity engrossed in what they are doing. Their creative skills are developing as they join in with circle time, for example, singing songs, such as, 'twinkle twinkle little star' and 'I am driving in my car' using actions and words to demonstrate the steering of the

car and the 'beep, beep' of the horn. They very much enjoy the change of speed from 'driving' very slowly to very fast which causes lots of laughter and delight, whilst also building their physical and mathematical skills.

Children enjoy their time at the nursery, forging friendships with the staff and each other. They are given a sense of belonging as they are encouraged to bring their own blankets to nursery to comfort them as they sleep. The nursery is actively decorated with displays of their own work and pictures of them participating in the activities. They are confident in their surroundings, moving freely from activity to activity and demonstrate trust in their relationships as they give smiles to the staff interacting with them and are not at all unsettled by the presence of the inspector. Children's behaviour is good as they follow the positive role modelling of the staff and learn the expectations in place.

Children's health and welfare are actively promoted as the staff take effective steps to minimise the spread of infection and develop children's understanding of healthy living. For example, they learn to wash their hands at appropriate times during the day, singing a song to reinforce the practice. Children are developing their sense of taste as they are encouraged to try different types of food and their independence skills as they are encouraged to try finger foods, such as banana which they take great delight in squeezing between their fingers. Children are actively learning about their own safety and that of others. Staff encourage their spatial awareness as they encourage the older children to look out for the younger ones on the floor. They also learn to walk whilst inside and not to use the tables and chairs to practise their climbing skills.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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