

# Puddleducks Nurseries

Inspection report for early years provision

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**Unique reference number**

EY406257

**Inspection date**

18/06/2012

**Inspector**

Yasmine Hurley

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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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 Nurseries registered in 2010 and is a privately owned day nursery. The nursery operates from a purpose built building in New Southgate in the London Borough of Barnet. Children have access to two rooms on the ground floor, two rooms on the first floor and an enclosed outdoor play area. The nursery is open Monday to Friday from 7.30am to 6.30pm all year round with the exception of bank holidays. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is registered to care for a maximum of 33 children, all of whom maybe in the early years age group, with no more than 14 under two years. There are currently 43 children on roll. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. There are nine members of staff, all of whom hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery provides sufficiently for the individual needs of the children attending. Outcomes for children are generally sound, so children make satisfactory progress in their learning and development. There are breaches in two legal requirements relating to safeguarding documents and documentation, and systems to maintain children's good health are not fully effective. Staff work well in partnership with parents and carers, with relationships across the nursery being a particular strength. Self-evaluation processes are adequate but lack sufficient rigour to be fully effective in underpinning and securing improvement. Nevertheless, the recommendation from the previous inspection has been addressed suitably, so the nursery shows a satisfactory capacity to maintain improvement.

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

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

- maintain a daily record of children's hours of attendance (Documentation) (also applies to the compulsory part of the Childcare Register) 29/06/2012
- ensure the safeguarding children policy includes the procedures to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting children's welfare). 29/06/2012

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

- further maintain children's good health by, for example, improving systems to keep the premises and equipment clean
- develop further systems to monitor and evaluate the provision in order to identify what works well and things that can be improved, for example by implementing a system of staff appraisals.

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

Arrangements for safeguarding children are generally sound and help to ensure that children are appropriately safeguarded. Staff are suitably vetted and demonstrate understanding of their roles in safeguarding children. However, the safeguarding policy does not include the procedure to follow in the event of an allegation against a staff member. This is a breach of a specific legal requirement and means that parents are not fully informed of the nursery's procedures. However, the provider is fully aware of the procedures to follow which means there is no impact on children's welfare. Staff carry out appropriate checks each day to help ensure that the environment remains safe for children to use. This means that all children are able to move safely and freely around the nursery as they play. Staff do not always maintain a record of children's hours of attendance, which is a further breach of a specific legal requirement. This has the potential to place children at risk in emergency situations. Generally, the nursery promotes hygiene adequately; however, some issues in regard to the prevention of cross infection are overlooked owing to a lack of monitoring.

Staff provide children with an appropriate range of resources. These promote children's learning and development. Children's varying backgrounds are acknowledged fully, as staff get to know their families. Children's awareness of others' lifestyles is increased through special events including a variety of religious and cultural festivals. The children and staff represent a wide range of cultures and everyone is treated with respect. The nursery promotes equal access to experiences for all children; for example, by alternating days when specialists come in to aid children's computer skills.

The registered provider has a suitably clear vision for the nursery's future. Management and staff are qualified and all required training is completed and updated when necessary. Currently, there is no system of staff appraisal in place to identify individual training needs. The manager leads the staff team suitably so they all work as a team to drive improvement. The management team evaluate their practice, identifying some points for improvement, but monitoring systems do not pick up all areas for development.

There is a strong working partnership with parents and carers. They have good opportunities to share their views about the nursery and to be involved in some of the decision-making processes. For example, they are able to attend regular meetings and join the nursery's parent committee. Discussions with parents demonstrate that they are happy with their children's care and learning outcomes. Staff develop links with other professionals and external agencies involved with the

children. This communication contributes appropriately to supporting children's welfare and learning.

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

Children are well settled and they enjoy their time at this welcoming and inclusive nursery. Activities planned include a suitable balance of adult-led and free-choice play. Children show a strong sense of security, which gives them the confidence to explore and investigate their play environment independently.

Children's communication, language and literacy skills are adequately promoted throughout the nursery. All children, including babies, enjoy sharing books, singing, making marks and conversing in a variety of different ways. Staff challenge older children further by encouraging them to write their name, use new skills to solve problems, count and reason, making adequate progress in gaining skills for their future lives. For example, some children confidently count to 20, recognise shapes, colours and match puzzles and construction pieces including suitable measuring and calculating. Children enjoy themselves as they explore, investigate and develop their knowledge and skills in both indoor and outdoor environments. These experiences help children to make sense of the world around them.

Children immerse themselves in creative and imaginary play, using dough, sand and water, paints, miniature people and animals. Babies receive sufficient levels of care from staff who help them to develop close and trusting relationships. Robust settling in procedures help them to form good secure attachments.

A key person system ensures there are sufficient systems for observation and assessment. Staff consult parents before children start at the nursery to gain useful information about their abilities. Written observations of children's achievements and interests are supported with photographic evidence. These records enable parents and carers to enjoy clear, visual images of their children's experiences. Children are clearly making sufficient progress from their starting points and, overall, staff plan activities to suit the individual needs of children.

Children have good relationships with other children and staff and children are well behaved. They play well with other children, share and take turns and are considerate of each other using words such as 'please' and 'thank you'. Staff listen to and praise children which promotes their self-esteem and confidence. Children learn about keeping themselves healthy through the daily routines, as they are encouraged to wash their hands at appropriate times throughout the day. While most children use suitably clean resources and environments, flooring and some toys in the room used by the youngest children are not sufficiently clean and have the potential to promote cross infection. Similarly, outdoor resources are not clean as they have been lying around outside in all weather and have not been wiped. Providing such resources does not encourage children to fully understand the

importance of cleanliness. Regular evacuation drills help them become familiar with the procedures, so that they learn to leave the premises quickly and in a safe manner. They move freely around the nursery accessing a variety of activities and enjoy participating in outdoor play where they enjoy the fresh air and exercise.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	3
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	2

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

The quality of the provision in the Early Years Foundation Stage	3
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### 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	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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## 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 (Records to be kept) 29/06/2012