

Puddle-Ducks Nursery

95 Lacy Road, LONDON, SW15 1NR

Inspection date	03/10/2012
Previous inspection date	28/06/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff keep parents well informed about their children's progress. Regular meetings and exchanges of information about children enable parents and staff to support children's learning well.
- Children have secure attachments to their key person. This makes a significant contribution to children's well-being and provides a strong foundation from which they can learn with confidence.
- Children are happy, keen learners. They explore their environment with curiosity and growing independence and are making progress in their development.
- Staff manage children's behaviour fairly, consistently and well. They use a range of positive strategies to manage behaviour, such as merit systems and use of praise.
- Children's safety is paramount. Staff work hard to keep children safe. They have regular training on safeguarding matters and have good knowledge of how to protect children from harm.

It is not yet outstanding because

- Systems to monitor and identify progress of particular groups of children are not fully developed.
- Opportunities for pre-school children to write for different purposes about things that interest them are not fully developed.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the four playrooms and the outdoor learning environment.
- The inspector completed a joint observation with the manager in the toddler room.
- The inspector held a meeting with the owner and the manager of the nursery.
- The inspector checked planning and children's assessment records.
- The inspector spoke to parents about their views of the nursery and took their views into account on the day

Inspector

Jennifer Beckles

Full Report

Information about 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 7pm. Children share access to an enclosed communal outdoor play area and there is a separate garden for

babies under 14 months of age. The nursery receives funding to provide free early education for children aged three years. The nursery provides 57 places for children under eight years of age. It is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are 60 children on roll all of whom are in the early years age range. The nursery provides support for children who have special educational needs and/or disabilities. There are 15 staff members who work directly with children, of whom 14 hold early years qualifications. This includes one staff member who is a qualified teacher and the manager who holds Early Years Professional Status.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop a further range of opportunities for pre-school children to write for different purposes using a range of materials about things that interest them
- develop further systems for monitoring progress in relation to different groups of children in order to more effectively track progress and to identify if they are falling below the development bands or behind their peers.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff provide a stimulating and well-resourced environment for children. They devise a challenging and rich curriculum that covers all seven areas of learning effectively. They use a good range of teaching strategies and, as a result, children make good progress. For instance, babies explore different textures of natural materials, such as wood, silk and metal from absorbing 'treasure baskets'. Toddlers delight in playing matching animal pairs. Staff follow children's lead and extend their learning by responding to questions about the type of food that different animals eat. Children learn shape names as they watch in fascination as common shapes are colourfully illuminated on a large tray.

There is a good balance between adult-led and child-led activities appropriate to different age ranges. Older children learn about letter sounds in a fun and interesting way. For example, they learn to recognise their names as they sit down on labelled chairs for registration. Although there are some writing activities planned for older children, there are fewer opportunities for children to write for different purposes using a wider range of materials. This means that there are times when opportunities for children's to further develop their writing skills are not maximised. Children learn about numbers, counting and matching through a range of board games, interesting resources and daily opportunities, such as counting the number of children present at registration. Children's learning is enriched by visits from local puppeteers, librarians and fire fighters. All of these

experiences help to promote good outcomes for children.

Staff devise individual plans for children with special educational needs and/or disabilities by working effectively with other professionals and parents. They monitor children's progress and adapt activities, resources and, where needed, room layout to meet the needs of children. Consequently, children develop well.

Children learn many skills that prepare them for school. Older children sit quietly in a large group and take turns to talk about a special item they have brought into the nursery to show others. Staff support children's listening and speaking skills well by allowing children time to think and respond to questions. They use further teaching strategies to support children's learning and readiness for school. For instance, staff encourage older children to take responsibility for tasks, such as organising place mats at snack time. Staff provide more adult-led activities as children get older so that their learning becomes more focused on certain outcomes.

Children develop good physical skills because they use a wide range of large and small apparatus in the well-equipped garden. They balance, climb and slide on a large wooden climbing frame. They ride tricycles skilfully, kick balls and enjoy using hoops as part of an obstacle course. Babies have their own separate garden that is well equipped with cushioned gym equipment to support their crawling, walking and movement skills.

Staff assess children thoroughly through observations, tracking and sampling of work. These are evaluated and children's next steps are clearly identified and carried through to individual plans for children. These complement main group room plans which are thorough, broad and deep and offer stimulating and challenging experiences for all children to make good progress. Staff have suitable progress checks for children between the ages of two and three years in place to identify strengths and weaknesses in the prime areas of learning.

Staff keep parents well informed of their child's development. They meet with parents every six weeks to exchange information on children's interests and skills. Staff hold regular parents' evenings to discuss children's progress and share development records. This sharing of information supports children's development effectively and enables parents to continue their child's learning at home.

The contribution of the early years provision to the well-being of children

Children enjoy secure, happy relationships with staff because an effective key person system is in place throughout the nursery. This supports children's self-confidence and motivation. The well-being and comfort of babies is enhanced by staff as they offer specific care to meet the needs of each child. For instance, staff liaise with parents to find out how babies prefer to be put to sleep so that they can closely follow their home routine.

Children are supported well towards independence. Older children show a good

understanding of the need for hygiene practices. As they wash their hands independently they state that, 'soap makes the germs go away'. Younger children are assisted in the process of maintaining good hygiene. Milk feeds for babies are prepared hygienically in a suitably equipped milk kitchen. Nappy changes take place in privacy where staff care for babies gently and cleanly. Gloves are worn and mats are cleaned after each nappy change to avoid cross infection. Children get fresh air and physical exercise daily because there is a spacious, well designed garden. It has a range of challenging apparatus that enhances all aspects of children's physical development. Children eat a healthy, well balanced diet from appetizing menus. Special dietary needs are catered for well.

Children behave safely. With adult reminders, they stick to bike paths in the garden to avoid bumping into other children. Younger children are reminded to climb ladders one step at a time to avoid slipping and falling.

There are good links with local schools to prepare children for school. For instance, agreements are in place for teachers to visit the nursery to get know children who are due to start school. Staff offer flexible settling in times to children who move within the nursery. This helps them to become familiar with the environment and new room routines.

Staff use a wide range of strategies to manage behaviour effectively. For instance, they use merit systems, such as reward charts, to encourage good behaviour. Overall, children behave well. Staff praise children when they behave well and offer 'thinking time' and explanations to children whose behaviour is unacceptable.

Children learn about other cultures through celebration and discussion of significant events, such as Diwali. They make clay pots and talk about the festival of light. This helps children to learn about and respect difference. Their understanding and acceptance of difference is supported by effective use of a good range of multicultural resources, such as musical instruments, books and dolls.

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

The safety of children is paramount to staff. All staff have received training in the new requirements of the revised Statutory Framework for the Early Years Foundation Stage. Staff use their knowledge well to ensure that children are kept safe. They have a good understanding of the possible signs that identify if a child is at risk of harm and know what to do if they are concerned. Staff undergo thorough vetting as part of a comprehensive recruitment procedure. Consequently, staff are assessed as being suitable to work with children.

The provider is aware of the legal responsibilities of her role and ensures that all requirements within the revised Early Years Foundation Stage framework are met. Overall, management have good insight into the quality of planning and assessment for individual children because they monitor this effectively. However, the assessment and monitoring system to identify any potential gaps in achievement for some groups of

children is not fully developed. This means that it is sometimes not easy to identify if there are any groups of children who are falling below the development bands or behind their peers in certain areas of learning.

The system of supervision of staff is well established and serves to support staff well and promote continuous improvement. Supervision notes provide detail of any actions that may be needed, including any issues of underperformance. The provider and manager have a good idea of the quality of daily practice because they spend time in group rooms to observe staff. Staff attend suitable courses that meet their professional needs because management identify training needs through appraisals and supervision. For instance, a staff member attended a course on 'baby art' and this has led to a greater range of 'messy' play activities. This has enriched the experiences of babies.

Parents play a full and active role in their child's learning. This is because staff exchange information regularly with parents so that they can contribute to their child's learning at home. Partnerships with appropriate professionals are strong and serve to promote good outcomes for children. For instance, a link with the early years department of the local authority provides advice and support to the nursery. The nursery also works effectively with community professionals involved in the care of children with special educational needs and/or disabilities.

The nursery analyses the provision well and sets clear priorities for development. For instance, there are plans for the provider to undergo Early Years Professional training so that she will develop excellent knowledge to help her monitor the provision. The nursery has met previous actions and recommendations from the last inspection. For example, children's development records are kept up to date so that staff can devise plans that meet the needs of children effectively. The nursery has good capacity to improve the provision.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets

		the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY402794
Local authority	Wandsworth
Inspection number	816208
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	57
Number of children on roll	60
Name of provider	WVSDA
Date of previous inspection	28/06/2010

Telephone number

020 8789 4500

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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