

# Puddleducks Nursery

5 Chaucer Road, WORTHING, West Sussex, BN11 4PB

<b>Inspection date</b>	04/02/2013
Previous inspection date	29/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Management monitor staff and give support to a high level. This helps staff to improve their practice and focus on delivering good care and education to children.
- The staff team creates a safe and happy environment where children have fun because they feel confident and secure to enjoy learning through play.
- Effective partnerships with parents means that children's progress at home and nursery are shared and used to plan for their next steps in learning.
- Children develop curiosity and are keen and interested in what they see and do and this supports effective learning, particularly of their understanding of the world.

### It is not yet outstanding because

- Staff do not always make use of opportunities to build on children's communication and language skills, for example expand on what they say, introducing and reinforcing the use of more complex sentences during daily routines and activities.

## 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 children's play and staff interaction, indoors and outside.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualification of practitioners working with children.
- The inspector held meetings with the manager of the nursery, and carried out a joint observation.
- The inspector talked with a number of parents and staff, including some staff from each room.

## Inspector

Nadia Mahabir

## Full Report

### Information about the setting

Puddleducks Nursery opened in 2001. It was re-registered in 2008. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It operates from a large converted detached property in Worthing, West Sussex. Children have access to several base rooms and a fully enclosed outdoor area. There are currently 112 children, all of whom are in the early years age group, on roll. The nursery is open

five days a week from 8.00am to 6pm, 52 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and those learning English as an additional language. There are sixteen staff members who work with the children, of whom, ten hold a relevant National Vocational Qualification at level 3, one holds a similar qualification at level 5 and one has Qualified Teacher Status. The manager holds a relevant degree level qualification and has achieved 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:**

- further promote and build on children's communication and language skills. For example, expand on what they say, introducing and reinforcing the use of more complex sentences.

### **Inspection judgements**

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

Children are extremely happy on arrival, greeted warmly by staff and their friends and quickly settle to their chosen activity. The nursery provides a rich and vibrant learning environment. The extensive resources are of high quality and are easily accessible to children. Bright, colourful displays of children's work and photographs decorate the walls and create a stimulating backdrop for children's learning, supporting their self-esteem and sense of belonging. The staff motivate children's learning well, creating inviting activities. Children enjoy a good balance of both adult-led and child-initiated play experiences. Good quality resources are easily accessible in all rooms from low-level shelves and baskets enabling all children to make independent choices in their play.

Older children are becoming skilled at using the nursery's computer. They confidently turn on the programme they want and use the mouse skilfully.

Accessible writing materials provide all children with opportunities to practise their early writing skills. As children grow and develop, they start to write recognisable letters during their play experiences, with some of them also able to confidently identify and select some of the letters to spell out their name. Staff model language well by introducing new vocabulary and listening to children's ideas. This helps children in their learning as they play, while gaining useful skills for when they move on to school. However, conversation is

not consistently extended to challenge children fully.

Children make good progress in developing their physical skills as staff make sure that children can go into the garden regularly.. They enjoy exercise and being outside in the fresh air. Children enjoy jumping on the hop scotch game where they count and guess the numbers. They play chasing games in the garden and take well-considered risks as they run around set obstacles. This helps them develop a clear understanding of how to keep themselves safe. For example, they tidy away resources after play to reduce the risk of tripping. Children acquire skills and very positive attitudes in readiness for school through learning the importance of daily routines, learning through play and behaving appropriately.

There are good systems in place to monitor and track the progress children make during their time at the nursery. Staff make regular and astute observations and assessments of what children know, understand and can do. These help to clearly identify individual children's next steps in all areas of learning.

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

Children's emotional well-being develops very well because of the highly skilled staff support and their excellent understanding of each child's care needs. Secure settling-in arrangements mean children are able to separate from parents or carers confidently. Children have a clear awareness of the daily routine, which helps them to feel very secure and confident in the centre. Babies form very strong attachments to their key person and respond with smiles and gurgles when they interact with them. Daily routines, such as nappy changing are well managed so young children are comfortable throughout the day. They are visibly happy to independently explore their environment when they know a familiar adult is nearby, and seek reassurance and cuddles when they need to.

The environment is very well maintained and positive practices are followed to support children's good health. Children enjoy healthy snacks, including fresh fruit, and drinks during the day, and at meal times children sit in sociable groups and eagerly serve themselves. These small groups generally promote children's conversation skills as they chatter happily with their friends. Staff carefully support the younger children to rapidly gain their independence in feeding themselves. Staff encourage them to explore their surroundings and provide interesting play materials. This approach helps children to gain confidence and skills to enable them to become inquisitive learners. They motivate children's learning well, creating enticing activities designed to spark their curiosity. These have a positive impact on children's learning and development, so that all children make good progress.

Staff are consistent in their high expectations with regards to children's behaviour, as they provide positive role models and create a calm environment. Children respond well to the clear boundaries set for them. Children learn about the needs and feelings of others through sharing, taking turns and helping others. Very young children hear gentle reminders to say 'please' and 'thank you'. They also learn to share, take turns and

consider the needs of others as they play, which helps them to build relationships. They consider the feelings of others as they talk about what makes them happy and sad, and how others feel. Through playing with resources that positively reflect differences, they learn to respect and value diversity and consider the needs of individuals. Children receive lots of praise for their achievements and they show pride in learning new skills. Children's self-esteem and confidence are strong and as a result, children gain good skills for the future.

Staff place a high priority on supporting children through transitions. Children spend time with their key person in their new environment as they move through the nursery. This helps them to become familiar with their new surroundings and routines and settle quickly. Older children visit local schools to spend time becoming familiar with a school environment. Staff also share information on children's learning and development to promote effective continuity of care and learning.

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

The leadership and management have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage, including arrangements for safeguarding and suitability. Written risk assessments are detailed and are frequently reviewed so that staff keep children safe, indoors, outdoors and on outings. Specific arrangements are in place to help make sure that the premises are secure. All required documentation is effectively maintained, including the record of staff suitability. Management understands and carries out effective employment and vetting procedures in line with the safer recruitment guidance. All staff are fully aware of how to respond to any concern about a child.

Leadership is good and management is effective because the provision has a good understanding of the responsibilities in meeting the learning and development requirements. The manager and her staff have worked hard to address their actions and recommendations from the last inspection. There is an accurate overview of the curriculum through close monitoring of the educational programmes and of the levels of delivery by individual staff. This means that the playgroup offers a broad range of experiences to help children make good progress towards the early learning goals. There are established systems for performance management with clear links to professional development. The provider conscientiously monitors and manages staff's performance and their professional development through regular appraisals. New staff are supervised throughout their induction periods so that they successfully learn to adopt the settings robust standards of teaching. Management fully understand its role in implementing the learning and development requirements.

Each child has free access to their learning journey and their key person sits with them and talks about the photographs or pictures that they have created to find out how they felt about a particular activity, event or situation. Staff focus their planning and teaching on children's requirements and interests. Parents have a good platform to express their

views through meetings, letters and through staff being available every day. The nursery values the importance of working with parents and external agencies. A key strength of this nursery is the very good relationship staff have developed with parents. An informative parent's pack means that parents are well informed about the nursery from the start. They seek to engage parents at every opportunity and involve them in their children's learning and development.

The management team are inspiring and highly motivated. They share their enthusiasm with their extremely committed staff to continuously build on the work of the nursery. They reflect on their practice as a team to identify achievements and areas to be developed. Children benefit from the strong leadership and management who have high aspirations and a clear vision to provide good quality care and education to all children who attend.

### 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

<b>Unique reference number</b>	EY372004
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	901901
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	52
<b>Number of children on roll</b>	112
<b>Name of provider</b>	Puddleducks Nursery Ltd
<b>Date of previous inspection</b>	29/04/2009
<b>Telephone number</b>	01903 609986

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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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