

# Puddleducks Day Nursery

Puddleducks, 11 Anglesey Street, Hednesford, CANNOCK, Staffordshire, WS12 1AB

## Inspection date

07/05/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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 skilfully interact with children, engaging their active interest in a broad range of stimulating and varied activities. This ignites children's enthusiasm for learning.
- Staff use their professional expertise very well to plan for each child's next steps learning. This successfully supports children's progress towards the early learning goals.
- The key person arrangements are very well organised, so that children form secure bonds and attachments to a familiar person. This enables them to separate happily from their parents in a loving and comfortable environment.
- Rooms and resources are used effectively to enable children's free movement indoors and outside. This enhances children's learning and enjoyment.

### It is not yet outstanding because

- There is scope to extend opportunities for parents to engage in their child's learning by planning time to share and reflect on ideas to support their child's learning, between the setting and at home.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 voluntary and compulsory parts 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 nursery play rooms and the outside learning environment.
- The inspector conducted a joint observation with the manager, of a planned activity outdoors.
- The inspector held meetings with the owners and manager of the provision.
- The inspector looked at children's assessment records and planning documentation and discussed children's individual progress with their key person.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of children, parents and carers spoken to on the day and from information included in the nursery's own parent survey.

## Inspector

Jayne Rooke

## Full Report

### Information about the setting

Puddleducks Nursery re-registered under new ownership in 2012 on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is situated in converted residential premises in Hednesford, Staffordshire. It is one of two nurseries managed by Puddleducks Day Nurseries Partnership. The nursery serves the local area and is accessible to all children. It operates from three rooms on the ground floor and there is a fully enclosed area available for outdoor play.

The nursery employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level three and above, including the manager who has completed an early years degree. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 60 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- extend opportunities for parents to engage in their child's learning by planning time to share and reflect on ideas to support their child's learning, between the setting and at home. For example, model writing for a purpose such as a shopping list, a message or a reminder and encourage parents to do this as well.

## Inspection judgements

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

Teaching is effective because staff demonstrate a secure understanding of the learning and development requirements. They use their professional knowledge and skills to best effect, in order to provide a stimulating range of activities that motivate children's interests and learning. Observation, assessment and planning are effective. Staff identify children's skills and abilities through careful observation, which helps them to plan for each child's next stage of learning. As a result, all children, including those with special educational needs and/or disabilities, make good progress towards the early learning goals and are well prepared for the move to school. For example, babies and young children have good opportunities to explore the environment both indoors and outside. This enables them to

choose from a variety of activities that stimulate their curiosity and imagination. In this way, they are encouraged to develop their own interests in small block play and to explore texture in the water play and 'gloop' mixture. They develop their physical skills and coordination as they learn how to throw and kick a ball, with increasing levels of control. They use small tools to make marks with water and to create different shapes and patterns in the play dough. This helps them to gain control over their fine and large movements. They enjoy a wide range of sensory and imaginative play experiences which ignite their fascinations and interest, through the exploration of varied colour, sound and visual stimuli. Attractive role play equipment is readily accessible to them, so that they can fully engage in pretend play. This develops their creativity and critical thinking.

Young children express feelings of delight and anticipation as they join in with fun action games and songs. They move their bodies in different ways to become a 'dingle, dangle, scarecrow' as they wiggle their bodies and shake their hands. They respond enthusiastically to familiar and favourite songs, spontaneously stretching their fingers to make a 'twinkle, twinkle, little star'. They demonstrate their understanding of positional language and space, as they 'point to the ceiling' and 'point to the floor'. They beam with pride as staff encourage them to clap and congratulate themselves for being 'very clever'. Babies receive good levels of individual support from key persons, so that they can take a full and active part in all aspects of play and learning. This enhances their enjoyment and develops their social interactions and confidence.

Older children thrive in a vibrant and visually stimulating environment, which enhances their active engagement. As a result, they become motivated and enthusiastic learners. They have good access to books and other resources, that inspire them to explore and investigate the world around them. As a result, they confidently use magnifying lenses and binoculars to observe birds and other small creatures in the garden. Staff encourage children to use small tools in different ways, such as snipping grass cuttings with scissors. This particularly engages boys in concentrated activity, to develop control of their fine movements.

Imaginative play features strongly in children's every day play. Children thoroughly enjoy dressing-up in a variety of costumes during their inventive games. Staff set up interesting role play areas, such as the garden centre to enhance children's imagination and creativity. They maximise opportunities to extend children's learning, by introducing writing materials and technology toys into the imaginative play 'zone'. This encourages children to write and draw freely and to find out how things work. They use numbers for counting, sorting and organising objects, as they play with the toy cash till and buy different items from the shop. In this way, children develop their literacy and numeracy skills, through their everyday play and explorations.

Staff enhance children's communication, speech and language development through their positive and encouraging interactions. They skilfully ask open-ended questions, which prompt children to think about what they see, hear and do. This engages children in meaningful conversations about their experiences within the nursery and at home. For example, pre-school children become active participants in a 'gloop' making activity. They express thoughts of awe and amazement as they discover how to turn the 'cornflour powder' into 'liquid' and observe change as it returns to a 'solid' form. They learn about

quantity and measure by adding a 'tiny bit of water' to the flour, 'but not too much'. Staff skilfully draw children's attention to written words on the packet of cornflour. This develops children's understanding of how the flour ingredients are used for example, to add to soups and other sauces. Children who speak English as an additional language are encouraged to listen to and say new words, which extends their vocabulary and communication skills. Children happily take turns and wait to have their go, as they watch with fascinated interest. They use words to describe their own thoughts such as 'it looks like powdery snow'. They recall and reflect on past and present experiences as they talk about their holidays. Staff skilfully tune-in to children's changing interests, by engaging them in conversations about things they remember from before, such as icing biscuits. This builds strong connections to learning objectives, which encourage children to notice patterns and change. All children are given time to absorb and enjoy their play and explorations. Resources remain accessible for them to return to when they are ready, so that they can continue with their own ideas. This successfully develops the characteristics of effective learning.

Staff engage parents in children's learning and progress from the onset, by involving them in routine discussions about what their child can do and needs to do next. However, there is scope to extend this aspect of practice by sharing additional information about the meaning and purpose of the educational programmes. In this way, parents can take an active part in their child's development, through shared home learning experiences.

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

Children new to the setting form strong bonds and secure attachments with key persons, who provide supportive and loving care. This enables very young children to separate from their parents with growing confidence and increases their level of independence. Key persons find out detailed information about children's individual needs from parents so they are able to provide good support for children's well-being. Staff are deployed effectively so that children's emotional well-being is supported very well. For example, key persons provide consistent care for children within each room, while other staff become familiar to them during their daily routines. This ensures that children feel comfortable with familiar adults, as they move between the different areas of the nursery. Staff build good relationships with other providers and schools, which supports smooth transitions when children are ready to move to their next stage of learning.

Children form positive relationships because staff are good role models. They speak kindly to the children and ignite their enthusiasm and joy, with smiles and happy attitudes. They enable children to meet with others throughout the day, which enhances their personal, social and emotional development. Consequently, children form firm friendships and behave well. They learn to tolerate and respect difference and diversity through well planned activities and projects, which help them to explore the diverse world.

Staff enable children to explore the environment in a free and safe manner, under their close supervision. This encourages children to develop safe behaviour and fosters their independence. For example, young children are gently guided away from areas of risk, so that they learn what they can and cannot do. Older children negotiate steps and large play

equipment carefully, which enables them to manage their routine care needs and play choices by themselves. Excellent use of the exciting outdoor play areas, gives all children plenty of opportunities to explore a variety of play and learning 'zones'. Staff skilfully adapt activities and routines to ensure that babies and young children sleep, rest and play, according to their individual needs and routines. They pay close attention to children's good health and well-being, by following stringent hygiene and sun-safety routines. In this way, children learn about the importance of keeping themselves clean and how to protect themselves from sunburn.

Seasonal menus are well planned so that children are offered a balanced 'five-a-day' diet. As a result, children benefit from nutritious meals and snacks which include freshly prepared vegetables, salad and fruit. They have good access to drinks of water and juice, so that they can quench their thirst when needed. Children enjoy free-flow access to the outdoor play areas, so that they get plenty of fresh air and exercise. This encourages children to adopt a healthy lifestyle, and promotes their healthy growth and development.

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

Leadership is strong in this well-organised and stimulating nursery. The management team maintain clear policies and guidelines, to enhance the provision and support staff practice. As a result, staff are committed to the provision of good quality care. The management team demonstrate secure knowledge and understanding of the educational programmes and monitor it effectively. Staff use their professional knowledge and expertise to provide high levels of support for children with identified needs. As a result, appropriate interventions are successfully introduced, to ensure that all children reach their full potential. For example, staff work closely with parents and other agencies to ensure that children's communication and language needs are identified and met.

Safeguarding procedures are robust. Strong recruitment and vetting procedures are rigorously applied, to ensure that staff are suitable to work with children. Further checks are completed through regular appraisals, to determine staff's continued suitability. All policies and procedures are regularly reviewed, as part of staff's continuing professional development. This ensures that staff have up-to-date knowledge of how to protect children from harm and neglect, and how to promote their safety, well-being and good health.

The leadership team foster a culture of reflective practice through on-going self-review. Staff, parents and children contribute their ideas and suggestions to support on-going developments. For example, following a review of the outdoor learning environment, staff have introduced a broader range of creative and imaginative play resources for children to use. This inspires children to explore and discover new and interesting things, using all of their senses. Action plans for the future are clearly set, to bring about further improvements in the baby room environment.

Staff value the importance of professional training. They have recently benefitted from a

range of early years cluster and network meetings, which have helped to strengthen their knowledge of the early years foundation stage, and enhanced their skills and abilities. As a result, they have developed a more confident approach to teaching, which inspires children's enthusiasm for learning.

Partnerships with parents are strong and supportive. Parents receive good quality information about the provision and about their child's daily routines and progress. This helps them to feel involved in their child's activities at the nursery. Parents speak positively about the level of care their children receive, and value the friendly relationships they build with the staff. They state that the bright and stimulating environment has a positive impact on their child's enjoyment, safety and well-being. This contributes to children's comfort and emotional stability, whilst they are away from their parents. Older children state that they have fun at the nursery, and like to play on the bikes and with their friends.

### **The Childcare Register**

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

The requirements for the voluntary 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 action. 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>	EY453909
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	892254
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	27
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Puddleducks Day Nurseries Partnership
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01543 424228

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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, which are usually the childminder's 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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