

Puddleducks Day Nursery

Great Wyrley Football Club, Hazel Lane, WALSALL, WS6 6AA

Inspection date

Previous inspection date

22/05/2013

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 share the fun of discovery with all children, which results in children exploring the environment, enjoying their play and making good progress in the learning and development.
- Staff successfully promote children's physical and emotional well-being by providing a secure presence. This results in children enjoying close relationships with staff and settling well into the nursery.
- Staff work closely with parents and other professionals, such as, speech therapists, to ensure the needs of all children are understood and they receive the support they need.
- Staff demonstrate a commitment to developing their own skills and the setting as a whole. This supports continuous improvement throughout the nursery.

It is not yet outstanding because

- There is scope to improve the development of older children's ideas of what is possible and the support given to them by staff to make predictions.
- Staff do not fully maximise the opportunities for all babies to develop early conversations between themselves and adults.
- There is scope to improve the exchange of information with regards to children's learning, when children attend more than one setting, in order to promote continuity.

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 all three playrooms and the outdoor play area and completed joint observations with the manager.
- The inspector took account of the views of parents/carers included in the self-evaluation and spoken to on the day of inspection.
- The inspector spoke with the staff and children about the daily routines, children's individual learning and self-evaluation.
- The inspector looked at a selection of policies and procedures, which included, safeguarding and complaints, children's learning records, the nursery's self-evaluation and a range of other documentation.

Inspector

Dianne Sadler

Full Report

Information about the setting

Puddleducks Day Nursery (Great Wyrley) opened in 2007 and was re-registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by a private owner. The nursery operates from the ground floor of a football club located in Great Wyrley, West Midlands. All children share access to a secure, enclosed outdoor play area.

The nursery employs 11 members of childcare staff, all of whom hold appropriate early years qualifications at level 3. In addition, one member of staff has a BA Honours Degree and two members of staff have a Foundation Degree in Early Childhood Studies.

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 47 children attending, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special 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 older children's ideas of what is possible and support them to make predictions by asking questions, such as 'I wonder what would happen if?'
- enhance the opportunities for early conversations between adults and young babies by, for example, making eye contact
- seek additional ways in which to share information regarding children's learning with other providers, such as nursery school teachers, when children attend more than one setting.

Inspection judgements

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

The nursery works effectively with parents and carers, sharing valuable information to support children's learning and development. At the beginning of the placement staff encourage parents and carers to complete an 'All about me' sheet, which includes details

of children's interests, people that are special to them and their family pets. In addition, staff also complete an initial assessment of the progress they observe children making in the nursery. This completes an overview of children's development in all areas of learning. Informative learning profiles, which demonstrate children's achievements and their identified learning priorities, continues to ensure staff and parents and carers have an agreed view of children's learning. Where a gap in children's learning is identified, staff work closely with parents and other professionals to ensure children make the best progress from their starting points. For example, staff use sign language, such as, Makaton, to ensure children who need additional support with communication are fully included. This ensures all children are well-prepared for their next stage in learning and for school. The nursery also completes the progress check at age two for children between two- and three years of age. Parents and carers are encouraged to contribute by sharing their views of the progress they see children achieve at home.

Staff recognise that children learn through play and provide children with a stimulating and richly resourced environment, which ignites children's curiosity both indoors and outdoors. As a result, children are motivated to learn and are keen to explore the world around them. This supports them to develop skills as effective learners. For example, young babies demonstrate a strong exploratory impulse as they show a keen interest in playing with sand outdoors. They enjoy the sensory experience of investigating sand with their hands and explore it further by taking it to their mouths. Babies demonstrate perseverance for this chosen task and enjoy sensitive interactions from staff who share in the fun. During the activity, staff encourage babies to play with sound and enjoy rhythmic patterns by asking, 'Are you dig-dig-digging?'. Staff also promote babies' physical skills well as they sit behind them and support them to stand. However, by standing behind babies and not giving eye contact at this time, early conversations between babies and adults are occasionally inhibited.

All children have ample opportunities to be creative and develop their imagination. For example, pre-school children enjoy exploring musical instruments in small groups. Staff successfully use the tone of their voice to demonstrate to children sounds that are soft and loud. In response children thoroughly enjoy loudly beating a drum or softly clapping their hands. Children in the toddlers' room enjoy painting pictures with brushes and develop their new ideas by, for instance, painting their hands and making prints on paper. Pre-school children enjoy investigating the properties of media, such as gloop. They watch intently as it drips from their fingers and are encouraged by staff to use language such as, 'sticky' and 'gooey like jam' to describe how it feels. Children enjoy mixing food colouring into the gloop in order to explore the changes that are made. However, staff do not always take the opportunity to extend children's ideas of what is possible and support them to make predictions by asking questions, such as, 'I wonder what would happen if?'

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

Staff provide children and their families with a caring and welcoming nursery, which helps them to feel safe and confident. Staff spend time getting to know all members of the family, including grandparents, and support children to settle in their own time. This results in children and their families forming strong relationships with all staff who know

them well. When young children arrive and feel unsettled, they benefit from close interactions with familiar staff, such as their key person who provide children with a secure presence. This results in children managing their emotions and behaviour well and quickly becoming involved in shared play. Staff support children to be well prepared for transition into other playrooms in the nursery. Older children continue learning about emotions while sitting well and concentrating on a story about goats. They are supported well by staff to consider how they would feel if they were being laughed at by others. After careful consideration children confidently answer, 'I would feel sad'. Staff skilfully use this experience to support children to talk about being kind to their friends. This enables children to explore their own behaviours and that of others and its consequences.

Children enjoy sociable mealtimes and enjoy chatting to staff and each other. For example, pre-school children discuss the importance of eating fruit and vegetables to help them grow big and strong. Children benefit from being provided with healthy meals, such as, cornbeef hash and develop their self-care skills as they select their own utensils and help themselves to vegetables. Staff supervise children carefully and effectively. They promote children's understanding of potential dangers and how to keep safe through regular discussions and daily routines. Children are active in their outdoor play each day as they use a wide range of wheeled-toys and climbing and balancing equipment, which develop their physical skills well. They also benefit from planned experiences to explore the natural environment. For instance, children enjoy collecting leaves during an Autumn walk and seeking daisies in Spring.

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

All staff show a good understanding of their responsibilities to ensure the nursery meets the safeguarding, welfare and learning and development requirements. Staff are recruited and vetted securely and demonstrate a strong knowledge and understanding of child protection issues and the action to take if concerned about a child's welfare. The nursery maintains clear and concise policies and procedures, which are regularly updated and shared with parents and staff. Ratios are maintained well and staff are deployed effectively to ensure all children's needs are met well. Clear and concise risk assessments are completed by staff and all hazards are identified and minimised. This results in children benefiting from a safe and secure environment both indoors and outdoors.

Since registration the nursery has undergone many changes and all staff demonstrate their enthusiasm and commitment to constantly developing both their practice and the experiences they provide for children. Parents spoken to during the inspection comment on the improvement of experiences planned for children outdoors and the menu which now provides children with healthy options. Managers work closely with staff to monitor their practice in the nursery and the educational programmes well. Staff provide each other with mutual support and work together as a team to promote continuous improvement. Staff use a self-evaluation document to identify the strengths of the nursery and have an action plan to promote future improvement. Plans include further developing the outside area to ensure all areas of learning are promoted and creating family books with children using photographs provided by their parents.

The nursery promotes strong partnerships with parents and other professionals, such as, speech therapists, to meet the diverse needs of children attending. Through well-planned interventions, the nursery ensures all children, including those with special educational needs and/or disabilities are supported to be fully included. However, there is scope to improve the communication with other providers, when children attend more than one setting, in order to fully promote continuity of children's care and learning.

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

Unique reference number	EY453997
Local authority	Staffordshire
Inspection number	892668
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	47
Name of provider	Puddleducks Day Nurseries Partnership
Date of previous inspection	not applicable
Telephone number	01922418955

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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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