

Puddleducks Nurseries

Rear of 75, Friern Barnet Road, LONDON, N11 3EH

Inspection date

26/06/2013

Previous inspection date

18/06/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children enjoy coming to this nursery, they particularly enjoy the 'free flow' system, which allows them to explore many exiting and interesting activities both inside and out.
- Children are keen learners; they are inquisitive and interested in the activities provided.
- Children are confident and develop self-care skills because they are encouraged to be independent in the tasks they do.

It is not yet good because

- Staff sometimes miss opportunities to promote children's listening and attention skills at quiet times or to provide time to put their thoughts into words.
- Staff do not consistently encourage parents to share information about their children's progress at home to provide a consistent approach to their learning.
- Systems to monitor and evaluate the service to improve the quality of the provision for all children are not fully effective, and at times key information is not shared between staff.

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 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 engaged in activities with staff.
- The inspector completed a joint observation of children and staff with the deputy manager.
- The inspector looked at a sample of children's development records and safeguarding policies and procedures to confirm legal requirements are being met.
- The inspector interviewed a number of staff members about their knowledge and understanding of the learning and development, safeguarding and welfare requirements.

Inspector

Carolyn Hasler

Full Report

Information about the setting

Puddleducks Nurseries registered in 2010 and is privately owned. 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 6.00pm 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. There are currently 34 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.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the educational programme for communication and language development by helping children develop skills in listening and paying attention during circle times and by giving children thinking time to put their thoughts into words.

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

- strengthen systems for sharing information with staff to ensure all are aware of any change to usual arrangements, with particular regard to the collection of children
- reflect on and monitor practice by taking account of the views of parents, staff and children to foster a culture of mutual support, teamwork and continuous improvement
- seek to improve relationships with parents to engage them and support them in sharing child's development both initially to establish starting points and at home.

Inspection judgements

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

Overall, the standard of teaching and learning in this provision is sound. Children enjoy coming to nursery. They arrive and quickly settle into their day. Staff enable children, from two years, to move freely between the indoors and outside space enjoying a range of learning opportunities. Staff are skilled at offering interesting activities which challenge children to think about how things work. For example, using a bucket on a string over a line, which children pull when filled, to illustrate heavy and light. Staff give some thought to the language they use to support the extension of vocabulary during play and learning sessions. However, often they answer their own questions rather than allowing children time to think and respond. Staff have high expectations for routines such as circle times, introducing lots of different themes. However, the noise and distraction of other staff's movements prevents children listening and giving their full attention to these teaching opportunities. Children are keen learners; they are inquisitive and use their investigative powers to seek out learning for themselves. They show good levels of independence as they actively move around their environment making simple choices about what they want to play with.

Babies enjoy a range of resources to explore, including treasure baskets. Staff promote babies' play and learning by using eye-to-eye contact. They encourage babies' early language development by responding to their babbles. Staff enable babies' and toddlers' to develop confidence and physical skills as they encourage them to take their first steps by holding onto low level furniture.

Staff have a suitable understanding of the early learning goals and these are planned for in the activities they provide for children. Observational assessments show evidence of development targets, which are thought through and relevant to individual children. They are less successful in engaging parents and helping them to contribute to initial assessments. Staff share developmental information with most parents. They struggle to engage others who are less involved and strategies to reach these parents are not yet effective. They have not yet given sufficient thought to supporting parents in developing learning opportunities within the home. Overall, the environment and resources used and the teaching children receive help them make satisfactory progress.

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

Initial settling in procedures help children establish secure relationships with their key person. These relationships help children build a sense of themselves, their importance and helps them feel confident. As children gain confidence, they build relationships with children of similar ages to themselves. They play and learn happily in small groups, learning skills such as sharing, turn taking and negotiation. Staff show children how to behave through their own conduct and their engagements with others. Overall, staff manage behaviour well and children responded appropriately. Children are encouraged to share their family backgrounds with others; their ethnicity is charted on a world map. Activities such as sharing special foods from their home cultures help children gain a greater understanding of the wider world, other people and their communities.

Children's independence and self help skills include tasks such as finding and putting on

their own shoes and dishing up their own meals. They manage their own personal care appropriately for their age and abilities. Staff help children build good hygiene habits, they remind children about hand washing routines during the day. The nursery has their own cook who provides nutritionally balanced home cooked meals. Healthy eating is also encouraged through the posters children see which help them learn about fresh fruits and vegetables. Overall, staff are vigilant in keeping children safe, there are lots of reminders to help children learn about their own safety. However, on occasion, they miss safety issues. An example of this is children walking around eating snacks. Children are physically active. They have a range of resources such as climbing frames, tricycles, slides and tunnels that encourage their co-ordination. There are also lots of other interesting activities happening outside which encourage children to move and handle more complex things. These include long tubes and pipes, balls, string and buckets.

Overall, the skills children learn help them in their next stage of learning. The staff team share information about their children sufficiently. This helps children as they move through the nursery, for example from the baby room to the older age groups.

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

The leadership and management team organise and monitor the curriculum sufficiently well. They ensure staff provide a range of interesting and challenging activities for children across the seven areas of learning. Staff have satisfactory teaching skills and there is a sense of them showing a willingness to develop skills. Regular observational assessments show progress, identify learning targets and individual planning. Overall, these are precise. Two-year checks are focused and shared appropriately with parents.

The leadership and management team provide staff with training opportunities to keep up-to-date with safeguarding issues. Through discussion, they demonstrate their competency in responding to safeguarding concerns. Management are clear about notifying Ofsted about any significant incidents. However, systems to share information among all staff when there are changes to collection arrangements are not fully effective. There is a message book and diary for staff to note important messages, but this is not routinely completed to strengthen communication between staff in the setting. Recruitment procedures ensure that those in close contact with children are suitable to do so. The building is secure, the environment, equipment and resources are in good condition and used appropriately.

The leadership and management team are developing a self-evaluation system, although it is the early stages and does not include the views of all those involved. They discuss their views on their strengths and weaknesses and have ambitions to work towards in the future. They have acted upon actions and recommendations from their last inspection. There is a range of opportunities to help staff develop their knowledge, skills and practice. These include professional development qualifications, attending training and sharing expertise in team and planning meetings.

Overall, the relationships the staff build with parents are positive. In addition, staff work effectively with external agencies and other early year's providers. They help prepare children for school life by inviting teachers in to visit and providing a profile report on children's development. This helps teaching professionals to establish a secure starting point for children's future learning journeys.

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 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	EY406257
Local authority	Barnet
Inspection number	923605
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	33
Number of children on roll	34
Name of provider	Rosedale Nursery Ltd
Date of previous inspection	18/06/2012
Telephone number	0208 361 9602

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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