

Puddleduck Nursery School

Puddleduck Nursery School, Woodlands Park, Bedford Road, Clapham, Bedfordshire, MK41 6EJ

Inspection date	19/08/2013
Previous inspection date	02/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- The key person system is used well and partnerships with parents are a notable strength of the setting. This means that children feel secure and settled because practitioners know them well. It also enables practitioners to offer parents practical support in extending their child's learning at home.
- Teaching techniques are strong because all practitioners have a thorough knowledge of the Statutory framework for the Early Years Foundation Stage. Their planning is securely based on children's interests and next steps. Therefore, children's attention is captured and they are enthusiastic and positive about their play and learning.
- Practitioners interact well with the children, encouraging good communication and social skills. Children respond to this and so develop essential skills that support their future interactions.
- The nursery owner and practitioners work well together and are committed to further developing the nursery. Their ongoing evaluation of all areas ensures that children are cared for in an environment that is flexibly adapted to meet their needs.

It is not yet outstanding because

- The outdoor area used by younger children does not make optimum use of opportunities for them to explore natural resources and the natural world.
- Daily opportunities for children to use an extended range of technology resources are not maximised in order to extend their knowledge and experience of this area.

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 main rooms and in the outside areas.
- The inspector held meetings with the provider and manager and carried out a joint observation with the manager.
- The inspector talked with children present.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents and carers through their written feedback to the setting.

Inspector

Kelly Eyre

Full Report

Information about the setting

Puddleduck Nursery School was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in Clapham, Bedfordshire and is managed by Rosedale Nursery Ltd. The nursery serves the local and neighbouring areas and is accessible to all children. It operates from seven main rooms and there are enclosed areas available for outdoor play.

The nursery employs 12 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm, with the option of extended hours by arrangement. Children attend for a variety of sessions. There are currently 48 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance the use of outdoor areas for younger children, to offer them further opportunities to investigate natural materials and the natural world

- extend the opportunities for children to select and use technology for particular purposes.

Inspection judgements

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

The good use of the key person system means that practitioners know children well and offer them sensitive support. This helps children to feel secure and aids them in developing a positive outlook on their play and learning. Children make good progress because practitioners have a confident knowledge of the Statutory framework for the Early Years Foundation Stage. They support children well in developing the skills they need in order to learn effectively and to achieve. Their good use of time and resources means that children have time and space to focus on individual activities and develop their thoughts and interests. For example, when children show an interest in the dinosaur models, a practitioner helps them set these out on a low-level table and they name each different dinosaur. The practitioner adds sand to the table and children become totally engrossed

as they make dinosaur prints and tracks in the sand. They go on to collect other resources from around the room and make nests for the dinosaurs to lay eggs in.

Children enjoy their time and their learning is extended as practitioners are attentive and follow the children's lead. For example, young children explore the action and motion of rocking toys. A practitioner then sings them an associated song and the children are so enthralled that they go on to sing further songs and action rhymes, with other children stopping their play to join in. Good planning means that children are encouraged to extend their ideas and knowledge. For example, after noting that several of the families were moving home, practitioners introduce a topic covering 'Houses and Homes'. The children learn about their home and other homes as they look at different types of houses. They use junk modelling materials to build model houses, sing associated songs, make numbered house prints, look at building materials and make brick rubbings.

Practitioners work well with parents and take time to find out what children have been doing at home. They then engage children in discussions that interest them, thereby supporting the development of their language and communication skills. For example, older children sitting down at lunchtime thoroughly enjoy sharing news about recent family events and talking with their friends about starting school. Children who use English as an additional language are supported well. Practitioners work with parents to assess children's development of speech in their home language before planning how best to support them in developing their use of English. Children have appropriate opportunities to use technology. For example, older children use a computer programme to draw and create patterns. However, children's daily use of a wider range of technology resources is not optimised in order to fully extend their knowledge of this area.

The nursery's good procedures for gathering initial information from parents support practitioners in thoroughly assessing children's starting points. They use this information to inform the planning and to monitor children's progress. Good communication with parents means that they have many opportunities to share updates about their children. For example, parents complete 'home link sheets' where they provide information about their child's recent activities and development at home. Practitioners provide regular information about the current topics and planning. This includes ideas for activities, such as stories and role play scenarios, to carry out at home, therefore, supporting parents in extending their child's learning.

Practitioners observe children as they play and also keep a record of children's current interests. They assess this information in order to develop the next steps for each child, carefully including these in the daily planning. This means that children are offered play opportunities that engage them and promote their individual development. Practitioners evaluate each day's planning to check that children are offered balanced opportunities to play independently and to participate in adult-led activities. Children are, therefore, supported in playing an active part in their learning and are well prepared for school. Children are offered a wide range of opportunities that promote their physical development. For example, they develop skills in balance and control as they build, and negotiate, their own obstacle courses. Children are offered a creative variety of opportunities that support them in understanding different traditions and beliefs. For

example, they use props and puppets to act out a story that describes the origins of the Chinese zodiac.

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

Practitioners' good use of the key person system supports partnership working with parents and helps to ensure that children are secure and form good relationships. Children are well prepared for school and are supported in developing positive attitudes to learning. They are encouraged to work together and share their ideas. For example, older children work together to create a walkway using the slides and plastic crates. Children's self-esteem is promoted as practitioners offer them praise for their efforts and achievements. New children quickly settle into the nursery because practitioners work with parents to find out about their needs and routines, including these in the daily timetable. For example, babies sleep and feed according to their home routines. Thoughtful procedures mean that children feel secure and comfortable when they move up to a new base room. For example, they visit their new room several times before actually moving up, enabling them to become familiar with the practitioners, children and environment.

The nursery's indoor areas are stimulating and well organised, enabling children to choose their resources, explore further and experiment. For example, children extend their play as they independently choose resources from low storage containers and shelves. Equally, the outdoor area for older children has been well-considered and ensures that they are offered resources and play opportunities that promote all areas of learning. However, the outdoor area for younger children does not always make full use of opportunities for children to explore natural resources and the natural world and so extend their knowledge of these areas.

Practitioners support children well in gaining a good understanding of how to manage their behaviour. They encourage children to share and to consider the needs and feelings of others. Children are offered good daily opportunities to develop their independence and self-care skills. For example, older children help serve themselves at meal times and put items away in their own drawer to take home. Children are offered practical opportunities to learn about the importance of healthy lifestyles. For example, they participate in physical exercise and note the effect this has on their bodies, such as feeling warmer and having raised heart rates. Their understanding of healthy eating is extended as they discuss this and participate in cooking activities. Specific activities and ongoing explanations from practitioners support children in gaining a good awareness of safety issues. For example, they participate in role play activities that reinforce their understanding of road safety.

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

The nursery owner and manager are conscientious and set high standards. In order to sustain this, they take care to ensure that practitioners are supported well. For example, practitioners have frequent supervision sessions and annual appraisals that support the development of their professional practice. Senior practitioners are experienced and make

sure that the nursery's policies and procedures support them in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. They, therefore, ensure that they are promoting children's health, welfare and development at all times. The nursery owner and practitioners work well together and are committed to further developing the nursery. Their honest evaluation of all areas includes feedback from parents and children and ensures that the environment is reviewed and adapted to meet children's needs. For example, recent changes include the reorganisation of space in order to develop a dedicated room for physical play activities. This means that children are offered extended opportunities in this area and so further develop their physical skills.

Children's welfare is consistently promoted because all arrangements for safeguarding are thorough. The nursery has a clear and practical safeguarding policy and this includes the procedures to follow in the event of allegations against staff members. All practitioners receive training in child protection and this area is reviewed during staff meetings and supervision sessions. Practitioners demonstrate a clear understanding of the process to follow should they have any concerns about a child. Children's welfare and safety are further promoted as the nursery's policies include informing all relevant agencies of any safeguarding issues or accidents. There are also robust measures in place to ensure that all practitioners are suitable to work with children. Good procedures for induction, training and supervision ensure that all practitioners fully understand their responsibilities. Thorough risk assessments mean that hazards are minimised or removed. Therefore, children play in a safe, well-maintained environment.

The manager and deputy manager check the daily planning and have systems in place to monitor each child's progress. They, therefore, ensure that all children are offered a wide range of activities that support their good progress towards the early learning goals. Practitioners have experience of liaising with other professionals and so understand how to seek additional support for children when needed. There are clear procedures for sharing information with others caring for the children. For example, practitioners exchange assessment information with the local pre-school, enabling them to work together to promote children's development. Partnerships with parents are a key strength of the nursery. Practitioners utilise many methods to communicate with parents and ensure that they are kept well informed of their child's progress and activities. For example, babies and young children have detailed daily diaries and key persons meet regularly with parents to discuss children's development and plan their next steps.

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	EY346123
Local authority	Bedford Borough
Inspection number	915305
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	51
Number of children on roll	48
Name of provider	Rosedale Nursery Ltd
Date of previous inspection	02/06/2009
Telephone number	01234 330957

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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
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