

Puddleducks Childcare

106 High Street, YARM, Cleveland, TS15 9AU

Inspection date

Previous inspection date

19/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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	2
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 are happy and settled in the setting because staff have formed good relationships with them and their parents.
- Children behave well in the setting because staff give them clear messages so that they understand the rules and boundaries.
- Children are developing healthy lifestyles because staff provide opportunities for them to exercise daily and provide a range of healthy and nutritious meals.

It is not yet good because

- A number of staff are not fully aware of their role in managing the setting in the absence of a manager or deputy, because the management team have not fully discussed their responsibilities.
- Staff do not consistently use children's next steps to plan for their individual learning and development. Consequently, children make satisfactory progress in relation to their starting points.
- Priorities for improvement are not always strongly focused, because some staff are not aware of the strengths and areas for development in the setting.

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 children in the two rooms currently in operation.
- The inspector completed a joint observation with the deputy manager of the setting.
- The inspector held meetings with the provider, deputy managers and two parents.
- A range of documents in each base room was inspected, including observations, planning, tracking of children's progress and daily diaries.
- The inspector checked evidence of staff suitability, parent questionnaires, training certificates and the setting's self-evaluation documents.

Inspector

Laura Hoyland

Full Report

Information about the setting

Puddleducks Childcare was registered in 2013 and is one of two settings privately owned and managed by Puddleducks 106 Ltd. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, and is situated in a three-storey building in Yarm, Cleveland. The setting serves the local area and is accessible to all children.

The setting employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above, including two with a degree. The setting opens Monday to Friday all year round, excluding Bank Holidays. Sessions are from 7.30am until 6pm, and children attend for a variety of sessions. There are currently 39 children on roll, of whom 31 are in the early years age group.

What the setting needs to do to improve further

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

- ensure that there is always a named person on site to take charge in the manager's absence
- consider the individual needs and next steps for each child, and use this information to plan experiences to support them to make good progress from their starting points.

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

- support staff to consistently reflect on their practice and identify priorities for improvement.

Inspection judgements

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

Staff have a sound understanding of how children learn and develop. They gather information from parents and create a baseline assessment to understand what children know and can do when they start in the setting. Staff regularly observe children during play and make notes of their next steps. However, these are not consistently used to plan for children's individual development, and consequently children make satisfactory

progress from their starting points.

Staff have created positive relationships with children and support them in their play. For example, they sit close to babies, supporting them to explore noises as they use utensils to bang on pans. This encourages children to explore sound and motivates them to keep trying new experiences. Older children are supported to programme electronic toys and they work cooperatively with their peers and staff to make them work. This encourages children to learn skills for the future while also listening to instructions.

Children are developing their communication and language skills well because staff take time to read stories to the children and constantly talk to them in a friendly manner. Staff show a genuine interest in what children have to say and are familiar with what they like to do at home. Younger children are supported to develop their vocabulary as staff repeat words to them and interact with babies who enjoy babbling. This supports babies' early speaking skills.

Partnerships with parents have been appropriately created and they are kept informed of what children have enjoyed during the day. Parents are able to access their child's development file, and often take them home to share with other members of the family. This demonstrates a positive drive to ensuring children's learning and development is consistently supported between the setting and home.

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

Children are very settled in the setting and have formed good bonds and attachments with the staff. This is because staff have spent time getting to know children during the settling-in period and work with parents to understand children's individual care routines. The key person system is well embedded and all staff fully understand their roles and responsibilities to care for children's welfare needs. For example, staff understand the importance of supporting children during transitions to the next room and to school in order to ensure children feel safe and secure in their new environment. Children arrive happily at various times during the day and parents are quick to praise the care staff give to their children. This demonstrates good relationships between staff and each family who uses the setting.

Children are learning to adopt healthy lifestyles because they go outdoors several times a day. Although the setting does not have an outdoor area for children to play in, they visit the local park and go on walks in the local community. For instance, younger children thoroughly enjoy feeding the nearby ducks, and older children excitedly talk about their morning walk to collect sticks and leaves. This shows children are learning to enjoy regular fresh air and exercise. In addition, they are learning to stay safe while in the community as they discuss the rules of crossing roads and understand the need to hold hands with each other. Children are further learning about healthy lifestyles because they are provided with a range of healthy and nutritious meals and snacks. For example, children delight in talking about their favourite meal of chicken, vegetables and Yorkshire puddings. All children try a range of healthy foods, and staff encourage them by sitting close during mealtimes.

Children behave very well in the setting because they respect instructions given by staff. The setting has 'golden rules', which children clearly understand and abide by. Staff understand the importance of supporting children and reinforcing positive behaviour. As a result, children are kind and considerate to their peers and work cooperatively with them during play.

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

Staff understand their role and responsibilities to safeguard children, and they receive regular safeguarding training during staff meetings. All staff have been vetted and received an induction to ensure that they are suitable to work with children. However, not all staff are fully aware of their other roles and responsibilities. For example, staff are periodically left in the setting when the manager and deputy are on school runs, and staff are not fully aware of the responsibility they have in their absence and who is in charge. However, currently numbers of children are low in the setting and there are supernumary staff to care for the children.

The management team are committed to change and improving the setting. They have a positive attitude to continuous improvement, and have created action plans and involve staff and parents in the setting's self-evaluation. Parents complete regular questionnaires and give their views on the staff and the services offered. However, some staff show limited understanding of how to reflect on their practice and the priorities for improvement within their rooms. This means continuous improvement is not accurately focused to bring about quick changes.

Staff attend regular training courses and understand the importance of developing their knowledge and understanding professionally. For example, several of the staff have recently achieved higher childcare qualifications and all staff have enrolled on external training courses held by the local authority. Staff have a good relationship with the local authority advisers and have recently worked cooperatively to change the planning system. The management discuss the planning with staff and monitor it at staff meetings. However, weaknesses in the planning are not always identified by the managers to ensure children make good progress and consolidate their learning.

Parents speak highly of the staff and feel very involved in their child's time in the setting. Partnerships have been firmly created with parents as well as other childcare professionals. Staff know who they can contact for advice and support, and work in partnership with schools to support children between settings. This demonstrates that staff understand the benefits of working with others.

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
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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	EY461331
Local authority	Stockton on Tees
Inspection number	911529
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	31
Number of children on roll	39
Name of provider	Puddleducks 106 Ltd
Date of previous inspection	not applicable
Telephone number	07923110873

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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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