

# Puddleducks & POSH Ltd

20 Rugby Road, LEAMINGTON SPA, Warwickshire, CV32 6DG

<b>Inspection date</b>	17/12/2013
Previous inspection date	10/09/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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**

- Teaching is good. Staff complete detailed, informative assessments of children involved in activities and plan effectively to meet their individual learning needs. Consequently, children make good progress in all areas of learning.
- The manager and staff are committed to continually developing the service they provide. They actively seek the views of parents. The information, alongside their own reflection of practice to identify particular strengths within the provision and clearly identify areas to develop the service for all.
- Strong relationships have been formed with parents and children and grandparents. This ensures they are fully aware of children's individual needs and ensures they meet them effectively.
- Children make very good progress through the exciting play opportunities and experiences staff provide. Their confidence and self-esteem is continually nurtured through the praise and encouragement they receive.

### **It is not yet outstanding because**

- Older children do not always have the opportunity to extend their independence in all routines, for example, by serving their own meals at lunchtime.
- Although, labels throughout the nursery encourage children's knowledge of the written word, it does not enable them to become familiar with languages from around the world.

## 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 taking place in all rooms and completed joint observations with the manager.
- The inspector viewed the areas of the premises and all gardens used by children.
- The inspector looked at children's observation and assessment records, the register of attendance and children's records.
- The inspector took account of written and verbal feedback from parents during the inspection.
- The inspector checked evidence of the management and staffs' suitability and qualifications.

## Inspector

Tracey Boland

## Full report

### Information about the setting

Puddleducks & POSH Ltd was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the childcare register and is privately owned. It operates from the house and east hall of Milverton Primary School in Leamington Spa, Warwickshire. Children have use of four main group rooms and there are two enclosed areas available for outdoor play. In addition to this, is a forest school.

The nursery is open from 7.45am until 6pm all year round with the exception of bank holidays and a week over Christmas. Children attend for a variety of sessions. There are currently 112 children attending, who are in the early years age group. The nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery employs 29 staff. Of these, 24 hold appropriate early years qualifications at level 3, two hold level 2 qualifications, three hold level 4, one member of staff holds a level 5 and one a level 6 qualification. The owner holds a Qualified Teacher Status. The nursery receives support from the local authority and is member of the Pre-school Learning Alliance.

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

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

- encourage older children's independence further, for example, by providing opportunities for them to serve themselves at mealtimes
  
- enhance children's understanding of other languages through the use of visual displays around the nursery.

### Inspection judgements

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

For the Early Years Foundation Stage and the seven areas of learning, each child has a learning journal, which includes observations of their learning and progress and clearly identifies the next steps in their development. Staff use this information to plan a variety of activities to meet their individual learning needs. This also enables staff to identify where children may need additional support. Staff work well with parents to ensure continuity of care. Parents are kept informed each day about their child's day, their achievements and progress and are encouraged to share their child's progress at home. This is through discussion and identifying 'amazing moments', which reflect their child's

achievements at home and are included within their learning journals. Staff work alongside parents to complete their child's 'progress check at age two' and the written summary is given to parents to share with other health professionals. Children are supported extremely well in routines and activities that encourage their developing skills in readiness for school. Consequently, children make very good progress in their learning.

Children enter a bright, welcoming environment where their artwork and photographs of them involved in activities and their families are displayed. Resources are stored at low-level, which enables children to make an informed choice with regard to their play. Interaction between staff and children is particularly strong and lovely relationships have been formed. Children play very well together and understand the need to share and take turns in play. Staff consistently extend children's communication and language skills well by asking questions that extend their thinking and language skills. For example, when making play dough they are encouraged to think about the flour they are using and what other foods it is used in, how it feels and the process they need to follow to make the dough. This encourages them to recall past cooking activities and children talk about cooking they have done at home. Children learn simple addition and subtraction through weighing and measuring the ingredients when cooking and action songs and rhymes. Younger children show great delight in singing their favourite songs and staff use soft toys while singing to add another dimension to their activity. Children's understanding of shapes, colours and size is developed as they place different small animals into groups according to their size and colour. They thread beads onto string following patterns, which encourages their reasoning and problem skills very well.

Children of all ages, especially the babies, enjoy spending time looking at pictures of their families and special people in their lives as staff have made family booklets and cards, which are accessible at all times. They show great delight as staff talk to them about the people they can see, even kissing the pictures of parents and aunties. This helps them greatly as they settle into the nursery and offers comfort throughout the day. Children are actively involved in learning about and celebrating a variety of cultural events throughout the year and enjoy foods from around the world through the varied menu provided. Resources reflect positive images of the wider world and their diverse community, such as, books, pictures, dolls and small world figures. Staff gain key words from parents to enable them to communicate more effectively with children who have English as an additional language, which are shared with other children through greetings and songs. Although, the environment is rich in text, for example, with labels that support displays of children's work, including their names, it does not reflect the languages of all children and families using the nursery. Therefore, this reduces their feeling of value or inclusion.

Children develop their skills when using technology through the use of the computer and younger children enjoy toys with various flaps, buttons and simple mechanisms, which they confidently operate. Consequently, children are gaining appropriate skills they need for the next steps in their learning. Children of all ages delight in looking at a variety of books, sharing them with staff and their friends or quietly looking at them alone. Babies in particular enjoy books that have many different textures and material, which help develop sensory experiences. Staff talk to them about what they can see which supports their early literacy skills appropriately.

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

Children benefit from clear settling-in procedures as time is spent getting to know them, their families and their individual needs from the start of their placement. Consequently, children are supported really well during the transition from home to nursery and their feeling of security is continually fostered. Each child has their own locker for their belongings on which their name and photograph is placed. These enable all children to place their comforters and personal belongings securely while being accessible at all times. Time is spent each day sharing information between parents and staff, at the start and end of each day to ensure any changing needs are known and addressed. Children become familiar with the routines within the school as thorough routines are in place to aid the transition from pre-school into the reception class within the main school. Teachers spend time in nursery enabling them to begin to build relationships with children and visits to assemblies and events within the school encourage this further. This supports children extremely well.

Children enjoy a varied range of nutritious meals and snacks that take account of individual dietary needs and preferences. Clear routines within the kitchen ensure that they do not come into contact with foods that are unsuitable and ample food is provided enabling children to have extra portions if they wish. However, although older children's independence is encouraged when pouring their own drinks they do not have the opportunity to develop these skills further. For example, they cannot always help themselves to their meals as staff serve all foods for them. Mealtimes are social occasions as children sit chatting to their friends and staff, who support younger children as required. All children learn appropriate hygiene routines and visual routines are displayed as a reminder. Staff are good role models, washing their own hands and supporting children when using tissues when they have colds. Babies and young children's personal care needs are met extremely well. Nappy changing routines ensure their comfort is maintained at all times and staff use this time to further their learning through the discussions and interaction that takes place. Older children are independent in their personal care needs, while support is provided by staff as needed. Therefore, children's personal care needs are consistently met well throughout the day.

Behaviour within the nursery is good and children are kind and considerate towards each other and their understanding of sharing is reflected in all activities. Staff are calm and consistent in their approach to behaviour and children's confidence and self-esteem continually grows through the praise and encouragement they receive. Children are polite and kind to each other and they use their manners excellently throughout the daily routines. Children learn about keeping themselves safe both indoors and out, for example, by practising the fire drill, so they know what to do in the event of an emergency. They understand about taking care when using climbing equipment and low-level trampolines. Staff ensure the environment is healthy and safe and all areas are checked prior to children using them. Comprehensive written risk assessments identify potential risks within the nursery and garden and the action taken to minimise them. Daily visual checks are also completed, so children remain safe at all times. Children benefit from lots of fresh air each day, either through using the garden or taking walks in the local area. The newly refurbished outdoor play area enables children to play outdoors in all weathers due to the

new all-weather turf that has been installed. The space enables them freedom to run, jump, climb and use their imagination in the play house. Suitable waterproof jumpsuits are provided enabling children to access the outdoors in all weathers, including the forest school, where their interest in mini-beasts and their love of exploring in a safe environment is enhanced. Children learn about their own safety and is reinforced through discussions with staff and develop their understanding of using equipment safely.

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

Management and staff demonstrate a very good understanding of safeguarding children in their care and their role and responsibility in protecting them from abuse and neglect. Children remain safe as all required checks are completed to ensure all staff are safe and suitable to care for children. Clear and concise written policies and procedures are in place, which reflects the ethos of care and are known by staff and are shared with parents at the start of their child's placement. Staff are proactive with regard to their ongoing professional development, keeping their knowledge and understanding of childcare practices up to date through training and literature they receive. The manager effectively monitors the quality of practice within the nursery, spending time in each room looking at observations of children and the assessments by staff to ensure children's individual learning needs are correctly identified and their future progress sustained. Consequently, children progress well.

Robust recruitment and selection processes ensure that all staff working with children are safe and suitable to do so. All required information regarding staffs' suitability is held and processes to ensure their ongoing suitability are in place. Staff benefit from appraisals and team meetings, which enables them to share ideas and cascade any information they have gained from training courses attended. The staff team have formed strong partnerships with the school and other professionals involved in a child's life. This enables them to continually meet the needs of children, including those with special educational needs and/or disabilities. As a result, all children's needs are known very well and incorporated effectively into their day.

Effective procedures are in place for the continued development of the service and managers and staff view self-evaluation as an important part of the service they provide. Parents are actively involved in sharing their views and opinions about the service they receive, which are gained through discussion and questionnaires which enable them to comment on all aspects of care. Parents' comments are also sought while looking through their child's learning journal and discussing their child's placement. Parents speak highly of the care and attention afforded to their children from staff. They are delighted with the information they receive about their child's progress and learning and enjoy looking at the artwork that is displayed throughout the nursery. They feel staff are friendly, caring and approachable and share their good experiences with others who may be looking for childcare.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY369198
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	878573
<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>	90
<b>Number of children on roll</b>	112
<b>Name of provider</b>	Puddleducks & P.O.S.H Ltd
<b>Date of previous inspection</b>	10/09/2008
<b>Telephone number</b>	01926 422112

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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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