

# Puddleduck Nursery

Howbery Park, Wallingford, Oxfordshire, OX10 8BA

<b>Inspection date</b>	31/01/2014
Previous inspection date	02/09/2009

<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		1
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 members of the management team put the needs of the children at the heart of all they do, which means all children's care requirements are met exceptionally well.
- The staff team has established strong and effective partnerships with parents and carers, so they know the children and their families well.
- Staff work well as a team and a good system for professional development helps drive improvement in the provision for children.
- Children are happy and enjoy their time in nursery because staff provide them with varied and fun activities, and plenty of individual attention.

### It is not yet outstanding because

- Staff do not always use a broad range of questioning techniques when speaking with the children in order to enhance children's language skills.
- The new outdoor area does not provide a rich and exciting environment in which children experience the seven areas of learning.

## 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's experiences in the four rooms and in the nursery gardens.
- The inspector carried out a joint observation with the manager.  
The inspector sampled a range of documentation including children's records, planning documentation, a selection of policies and evidence of staff appointment systems.
- The inspector took account of the views of parents spoken to on inspection and information from their suggestions and comments held in the nursery.
- The inspector held meetings with the nursery managers and spoke with staff.

## Inspector

Sally Hughes

## Full report

### Information about the setting

Puddleduck Nursery registered in March 2000 and moved premises in July 2005. It is privately owned and run by Hayden Associates Ltd. It now operates from two single storey buildings based on a business campus in Crowmarsh Gifford near Wallingford in Oxfordshire. The children have access to enclosed, outdoor play areas. The intake of children is from a wide geographical area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It opens on weekdays from 7.30 am to 6 pm, all year round with the exception of one week at Christmas. There are currently 66 children in the early years age range on roll. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. Support is provided for children with special educational needs and/or disabilities. Support is also offered to children who speak English as an additional language. The nursery also cares for vulnerable 2 year olds.

The nursery employs 19 staff to work directly with the children and all but three have an appropriate range of qualifications.

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

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

- provide a sharper focus on helping children to become confident and fluent speakers, such as through broadening the staff team's questioning techniques in order to enhance their teaching skills, such as when they engage children in conversations.

## Inspection judgements

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

Children enjoy their time at nursery and are happy and confident. Staff have a good understanding of the Early Years Foundation Stage and organise activities to cover all the areas of learning indoors and out. Children are provided with interesting opportunities and challenging experiences to enable them to make good progress across all areas of learning.

Staff provide a good balance of activities that are child-led with those that are led by adults. Staff planning is thorough. They have robust systems that ensure experiences are planned to meet individual needs. They do this by using assessment systems effectively to identify and plan for the next steps towards children's future learning and development.

Staff follow children's interests and develop their ideas through the provision of exciting learning experiences. Staff implement the progress check for two-year-olds. These records are shared with parents. They show the staff's evaluation of children's progress and identify future learning aims. The staff engage positively with children and follow children's choices of play. This approach means children enjoy what they do and engage well in the activities offered.

Staff provide a range of interesting experiences that allow children to learn through active play and exploration, indoors and out. While the smaller outdoor garden spaces cover all areas of learning to meet the needs of those children who prefer to be outside, the large garden area does not do so currently. Children enjoy many opportunities to explore various media, such as paint, water, sand and chalks. Staff join in with children's play and both introduce children to new ideas and reinforce these, such as learning about different colours and numbers. This teaching helps to increase vocabularies. Children's language development is fostered through conversation at snack times and during care routines, as well as when enjoying singing and story times. However, not all staff use a broad range of questioning techniques to enhance the development of children's language skills as well as possible.

Older children are developing their personal independence well and are becoming responsible children. For example, in the Jelly Beans room the children were setting the table for lunch and serving themselves food. Such skills help prepare children well for their eventual move to school.

Young babies are happy and content. They confidently explore a range of materials and resources staff provide for them in their designated room. Staff create a calm atmosphere. This helps babies feel secure and sufficiently confident to demonstrate their natural curiosity. They independently move around and explore the available resources. Babies are able to sleep when they need to, in a quiet, calm and homely environment cared for by experienced and caring staff, who meet their care needs, so they are ready to be active again later.

Staff encourage children to think. They provide children with a variety of simple technology, for example, such as computers and CDs. They help children develop simple mathematical ideas through daily activities, which involve shape, numbers and problem solving. For example, they count plastic blocks when they build a tower supported ably by a member of staff. In the pre-school room, staff encourage children to try their early writing skills as they enjoy 'writing' letters to their friends and family. Overall, children are developing useful skills, which help to promote good foundations to support their future learning.

The staff provide parents and carers with a range of information about the nursery; informative entrance hall notice boards provide useful information. A very good induction meeting takes place for new parents where strong relationships begin. Parents are kept well informed about their children's welfare and achievements through daily discussions with key staff. They have opportunities to attend formal parent sessions to discuss their children's developmental progress throughout the year. Staff use daily diaries as an effective means of communication with parents of the youngest children. Parents are

encouraged to display and celebrate their children's achievements in the home, on the nursery's 'WOW boards'. All such processes help parents and carers know what their children are doing, their progress and how they can be involved.

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

Staff place children's well-being at the heart of everything they do. They provide exceptionally good levels of support to all children, including any that are disadvantaged. They do this through linking closely with outside agencies and with parents and carers, so all children's needs are understood and met.

Staff are effectively deployed throughout the provision and work above required adult to child ratios. These ratios help staff implement a successful key person and buddy system that works well in supporting children and making them feel secure and happy at nursery. As a result, children develop a strong sense of belonging because they build positive relationships with staff. Children are particularly confident; they approach the staff with ease and many smiles, demonstrating these strong relationships. This means they get the help and support they need, when they want it. Staff use praise and encouragement regularly and consistently as teaching strategies. This approach promotes children's self-esteem so they become confident and use the nursery environment. The staff know the children and their families extremely well. Parents report that they choose this nursery for their children because of the 'homeliness' which is apparent to them from the moment they enter.

Staff make full use of the available resources. Children play with a wide range of these, which support their learning in all areas successfully. Staff enable children to continue with a task or allow them to walk away from it if they wish, so children find activities that really interest them. The staff fully support this free choice of play, which extends to children choosing whether to play indoors or outside, as they wish. This means that staff support children's differing learning styles, such as for those children who prefer to be more physically active and outside. Wherever children choose to play, staff support children's independent choices and allow them to lead in activities, which they enjoy and from which they learn.

The children's behaviour is very good. They are learning to behave in safe and responsible ways because of the staff team's teaching. Children show considerable levels of maturity as they demonstrate the ability to share and take turns, with staff helping them to manage their own behaviour. Staff seize opportunities to interact with children as they play and this enhances children's learning, experiences and understanding. Staff promote inclusive practice continually through the activities, procedures and use of resources. For example, staff make sure that all children can use the outside area whatever the weather by providing warm, waterproof clothing. Staff use various themes to explore different cultures to allow children to gain an understanding of diversity within their community. They value each child's background and help children gain a particularly strong sense of their own identity through use of exceptionally good displays in each nursery room that reflect children's families and cultures. Parents come into the nursery to share their

cultures and languages, providing children with rich experiences that help them to understand that people differ.

Staff follow effective procedures to promote the good health and well-being of children. A high number of staff hold an appropriate paediatric first aid qualification, so demonstrating the strong emphasis placed on maintaining children's good health and well-being. Children develop an awareness of good hygiene skills through their daily routines. Staff are determined to provide children with not only nutritious and healthy food, but with meals that children really enjoy. To this end they recently conducted a survey that found fish pie is a favourite of the children. The emphasis staff place on outdoor play helps children gain positive attitudes to being outdoors as part of developing healthy lifestyles. Children play outside often and enjoy using a variety of resources that support their developing physical skills. Staff regularly complete risk assessments to ensure that any potential hazards are minimised. This allows children to play safely both indoors and outdoors.

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

The staff team is well led and managed by competent and caring managers. They implement the safeguarding and welfare requirements of the Early Years Foundation Stage effectively, meeting children's care needs exceptionally successfully. This stems from all staff having relevant experience, suitable qualifications and the necessary skills to do their jobs. The management team implements effective systems to enable staff to continue to develop their knowledge and skills through regular training. This process helps drive continuous improvement of the provision.

Staff are deployed well to provide support to children. This means routines run smoothly which contributes to children feeling emotionally secure. Written policies and procedures underpin the staff's practice and are made available to all parents, so they understand how the nursery runs and the work it does. The management monitors the implementation of the detailed safeguarding policies and procedures, making sure staff fully understand the safeguarding and welfare requirements and their individual responsibility to safeguard children from harm. Effective recruitment, vetting, induction and appraisal systems help to ensure that all staff are, and remain, suitable for their roles. Staff report that they appreciate the support and development opportunities provided by the management team.

The nursery management understands the need to evaluate their practice. Staff reflect on their work, always wanting to do the best for the children. For example, they prompted the provision of climbing steps for the Jelly Buttons room when the staff recognised the need for more physical challenge indoors for the toddlers learning to control their balance and gain confidence in walking.

The managers are committed to raising standards in the nursery and are very receptive to making future improvements. Self-evaluation is accurate and the managers know where improvements and developments are needed. Staff contribute their ideas through regular

staff meetings. The management has addressed the recommendations made at the last inspection with regard to the regrouping of children under two years. A separate baby room has been created, which better meets the needs of this age group. Small garden areas have been created giving outside access to each room, enabling children to choose whether to play indoors or outside. Staff have a good knowledge and understanding of how to deliver a varied programme of activities that take account of children's individual needs and interests. Observations, children's records and assessments are consistently implemented and monitored so the learning and development requirements are met. The staff team constantly seeks ways to improve. For example, staff are introducing a new tracking system that shows a more up-to-date picture of children's progress. They are fully aware that the new outdoor area is not resourced to cover all areas of learning, but have plans to provide further equipment there.

The nursery staff value working in partnership with parents and provide them with relevant information about the early years provision. Parents are very positive in commenting on the nursery and report that they are happy with the care their children receive. Partnerships with other early years settings are well established to offer appropriate support to children's learning and to effectively prepare them for school. The nursery staff particularly value the importance of their strong links with other professionals involved in children's care, for example speech therapists and health visitors. These links with other agencies help staff close gaps for children who come to nursery with lower starting points than 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
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>	EY308572
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	827950
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	66
<b>Name of provider</b>	Hayden Associates Ltd
<b>Date of previous inspection</b>	02/09/2009
<b>Telephone number</b>	01491 839 815

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## Type of provision

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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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