

Puddleducks Day Nursery

Great Wyrley Football Club, Hazel Lane, WALSALL, WS6 6AA

Inspection date	23/01/2014
Previous inspection date	22/05/2013

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

- Teaching is good because all staff fully understand how to promote children's learning and have high expectations for their achievements. As a result, children's progress is rapid given their starting points and capabilities.
- The staff provide a stimulating range of activities, resources and equipment in both the indoor and outdoor areas that support the children's interests and extend their learning across a variety of areas.
- There is good engagement between key persons and all parents and carers. This ensures that everyone is kept well informed about children's developmental progress over time. Partnerships with parents and other providers ensure smooth transitions within the nursery and between the nursery, other settings and school.
- Children's emotional well-being is fostered well through warm positive interaction from the staff. As a result, children settle well within the nursery.

It is not yet outstanding because

- There is scope to extend older children's interest in information communication technology by ensuring that appropriate resources are made accessible throughout the day.
- There is scope to further enhance children's imaginary play during outdoor play times by ensuring that a varied range of resources are readily available.

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 scrutinised a range of documents; attendance registers for children, staff and management, risk assessment, self-evaluation records, staff suitability and a range of policies and procedures which supports the service provided.
- The inspector observed activities in all indoor and outdoor play areas used by the children.
- The inspector held meetings with both registered partners, the manager and various key staff. The inspector also undertook a joint observation with the manager.
- The inspector took account of the views of children and parents spoken to on the day and acknowledged a range of recorded statements.

Inspector

Mary Henderson

Full report

Information about the setting

Puddleducks Day Nursery (Great Wyrley) opened in 2007 and was re-registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two nurseries run by a private partnership. The nursery operates from the ground floor of a football club located in Great Wyrley, West Midlands. All children share access to a secure, enclosed outdoor play area.

The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 3. In addition, one member of staff has a level 2 early years qualification, and two hold a Foundation Degree in Early Childhood Studies. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. The setting supports a number of children with special education needs and/or disabilities. There are currently 49 children attending, all of whom are in the early years age group. The nursery receives funding for the provision of free early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance older children's interest in information communication technology further by ensuring they have free access to appropriate resources during their child-initiated play so they can practice, repeat and apply their skills
- enhance opportunities for children to explore their imagination during outdoor play by ensuring they can readily make use of resources, such as, cups, plates, utensils and soft toys to make connections in their play and follow their own interests.

Inspection judgements

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

The quality of teaching within the nursery is effective because staff are well-qualified in early years and they attend ongoing training to further enhance their already good awareness of how children learn through good levels of engagement. This has a positive impact on children's learning and development. Staff are enthusiastic, which means they support all aspects of learning effectively. This actively promotes children's progress towards the early learning goals. The providers, managers and staff have a clear understanding of the learning and development requirements of the Early Years Foundation Stage. The staff have high expectations of themselves and the children they care for. As a result, all children make good progress given their starting points and

capabilities. A vibrant and inviting environment and the teaching strategies used by staff enhance children's physical and communication skills alongside their personal, social and emotional development. For example staff have completed training in supporting the characteristics of effective teaching and learning. This has supported them to improve ways of engaging with the children, encouraging their exploration and ensuring a 'can do' attitude is fostered with all children throughout the nursery. The staff also ensure questions used when playing alongside children are open-ended to further encourage their communication and language skills. As a result children's confidence and ability to talk and listen in turn during small and large groups time with their peers is fostered. This also enhances children's critical thinking and problem solving skills and promotes their school readiness.

Children actively make use of a broad range of resources throughout the day that supports their development across a range of learning areas. However, during child-initiated play times children's interest in information communication technology is not fully enhanced as the staff do not always ensure their free access to resources, such as, the computer during these times.

All children enjoy outings to places of interest including nature walks. Here babies and young toddlers enjoy the fresh air, look around the natural environment and notice the changing seasons. Older children enjoy walking through the woods collecting leaves, sticks and talking about growth and decay. They look around for insects and wildlife and enjoy kicking balls as they have fun in the snow. All children enjoy sitting on the sleighs and having fun in the snow with their peers and the staff. This supports children's interest in the world around them and also supports their physical development and understanding of a healthy lifestyle including the importance of being physically active in all weathers. All children enjoy their outdoor play times. Older toddlers and pre-school children make choices about what they want to do outdoors. They enjoy riding their trikes, extend their physical development by using the climb and balance equipment and run around in the fresh air. The staff provide a variety of opportunities in the outdoor environment to extend children's learning across all areas. However, there are missed opportunities to extend children's imaginary play because some areas are not sufficiently well- resourced to fully support children's learning. For example, the two outdoor playhouses do not include equipment such as plates, cups, utensils and teddies. This impacts somewhat on children's ability to make connections in their play as they move from the indoors to the outdoor areas. There are good opportunities for children to explore sand and water as they fill and empty containers using a range of tools. This supports their exploration of mathematical concepts during every day play.

Children's awareness of diversity is supported through their exploration of various festivals, such as, Chinese New Year and Diwali. They play with a broad range of small world people, dolls and dressing-up resources to further extend their understanding. The staff provide a range of media to extend all children's interests. For example, children enjoy glue and stick activities as they make their own creations, and they like to paint pictures as they mix the paints at the easel. All children's artwork is displayed for them so they and their parents can feel proud of the children's achievements. This also supports children's sense of belonging to the setting. Children enjoy story time and join in as the staff ask them open-questions to test their recall skills. Children become excited and

predict the story endings of their favourite books. This also supports older children's readiness for school.

The assessment of children's learning at all ages is effective because all staff observe their key children, assess their development and ensure the planning of activities includes their current interests. Their next steps are identified and children's progress is tracked to ensure that there are no gaps in their learning and development. To support the identification of children's needs the staff use various tools to identify any possible gaps in their learning. For example, the staff use an initial screening tool that helps them to identify any concerns about a child's communication and language development. This thereby ensures that staff, with parents' permission, can identify the correct intervention for any child on role. Staff caring for toddlers within the nursery discuss with parents the most suitable time to provide a comprehensive summary of their child's learning and development in time for their progress check at age two.

Other strategies in place to engage parents in their child's learning and development are good. For instance, the children choose their own books from the library and take these home to read with their family. Staff also talk to parents about how they can further support their child's learning at home. Planning is displayed so that parents can see what the children are currently exploring and they can continue with this learning at home with their child. There are open sessions for parents to come in and talk to their child's key person about their child's ongoing progression. Regular review sheets are provided to parents with ideas of how to support their child's individual learning in the home environment. Parents share what they know about their child so that they and the key person are working together to support the child. As a result of this good two-way communication, children's learning and developmental progression is supported well. During settling-in sessions, parents and their child's key person discuss routines and the child's previous learning so that this and initial observations by the key person ensure securely identified starting points are identified on which to build children's learning and development across all areas.

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

The nursery environment is warm and welcoming for all children and their families. Children's emotional well-being is fostered well because the key person systems support their individual needs. This includes cuddling children when they become distressed and spending much of the day directly with the children so that they become attached and bond with their special key person. Children's own key person undertakes nappy changing and supervises them during mealtimes. Children's self-esteem and confidence is further supported through meaningful praise as children achieve what they set out to do. As a result, children are very well settled within the nursery environment, are confident and enabled to learn through positive interaction.

Transition times within the nursery are good. When children are ready to move on to their next base room, key persons share information with one another to ensure the child

settles well in their new environment. Parents are fully consulted and invited to attend settling-in sessions in their child's new room. As children become ready to move on to school the staff support them through discussions and various activities that help them begin to understand this important transitional phase of their life. The communication between the nursery, other settings and school ensures that everyone is working together so that children's needs are identified and met.

Children are actively involved and enjoy tidy up time. They are well-behaved, share and take turns with the resources and show good levels of empathy for one another as they play. This also fosters children's ability to develop friendships with their peers. The staff support the older children's independence during mealtimes as they are encouraged to pour their own drinks and serve themselves. Their independence is further fostered throughout the day as they are encouraged to put on their own coats and shoes ready for playing outdoors. This further supports their readiness for school. Children's learning about a healthy lifestyle is fostered well because the staff talk to the children about the need to ensure they wash their hands before eating and after visiting the toilet. Children are provided with a healthy balanced diet which includes vegetables and fruit. Children's learning about a healthy lifestyle is further enhanced because they enjoy playing outdoors in the fresh air each day regardless of the weather. They enjoy using the equipment to practice their physical skills and like to ride on their tricycles and climb and balance on the equipment, taking risks supported and closely supervised by the staff. Children are reminded to be careful of one another and to look where they are going so they do not bump into their friends. The staff further support children's awareness of keeping themselves safe as they talk to the children about road safety and engage children in practicing the evacuation procedures of the nursery on a regular basis.

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

The providers, manager and all staff are aware of the learning and development requirements and safeguarding and welfare requirements of the Early Years Foundation Stage framework. The staff undertake risk assessments in all indoor and outdoor areas used by the children including any outings off the premises. They monitor access to the premises to ensure it is safe and secure, including checking visitor's identity and the reasons for their visit. Good policies and procedures are followed to ensure children are cared for in a clean and well-maintained environment. The setting has recently had a visit from the Environmental Health Officer who awarded them a level four recognition for meeting their requirements. The staff attend safeguarding training, which includes training on the protection of children from abuse. They are confident to effectively identify possible signs of abuse and they know the procedures to be followed should they have a concern about a child in their care. They are also familiar with the whistle blowing policy in place should there be any concerns with anyone working at or visiting the nursery. Risk assessments are comprehensive and ensure that all indoor and outdoor areas and any outings away from the premises are included in the systems. There is always a member of staff on site who holds a current first aid qualification. Staff are well-deployed to ensure children are well-supervised and that ratios are met at all times. The recruitment

procedures of the nursery are robust and include ongoing checks of the suitability of staff to work with children. This and up-to-date records help make sure children are kept as safe as possible at all times.

The monitoring of the teaching and learning programmes within the nursery supports children's learning and development well. For example, the provider, alongside the manager, monitors the quality of teaching through observing staff practice within the rooms. Staff are provided with individual feedback during supervision sessions to help them improve their practice and thereby benefit the children. There is a continuing, targeted programme for the professional development of all staff to ensure that they consistently improve their early years knowledge and understanding over time. For example, the staff have attended Think 2 Funding training. Following this, the staff enhanced further the communication and language skills of young children by ensuring areas are effectively laid out to promote this part of their learning. They have also recognised that children need a good baseline for communication as this supports their ability to deal with resolving their own conflict. For example, they are helped to talk through situations, supported by the staff so that they learn from this and can adjust their behaviour as a result.

Staff working with the babies have improved support for very young children by ensuring that they talk to them all the time about what they and the babies are doing. This means that they hear and begin to understand speech and thereby begin to communicate and develop their talking skills. Some of the staff have undertaken training in Makaton signing. As a result of sharing this with other staff, including baby room members of staff, babies and very young children are supported further with their understanding and communication skills. The nursery is planning on supporting all staff with further training on this so that they are all able to implement this with all children throughout the nursery. This is identified within the nursery's self-evaluation processes. The self-evaluation processes in place includes input from the management, staff, parents and their children. Areas for continuous improvement to benefit the children's learning and development are identified on an ongoing basis.

Partnerships with parents and other providers and professionals are effective and ensure that everyone working with the individual child is included. Children with identified needs are supported well through intervention processes and through discussing with parents about how best to support the family and child. There is a range of information provided to parents to keep them informed and up-to-date about the nursery and their child's progress. There are displays, newsletters and access to all policies and procedures that underpin the running of the nursery.

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

Unique reference number	EY453997
Local authority	Staffordshire
Inspection number	950423
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	49
Name of provider	Puddleducks Day Nurseries Partnership
Date of previous inspection	22/05/2013
Telephone number	01922418955

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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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