

# Puddlebrook Daycare

Cartwheels Childrens Centre, Norton Road, HAVERHILL, Suffolk, CB9 8NF

<b>Inspection date</b>	25/02/2014
Previous inspection date	19/07/2013

<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

- The staff demonstrate good teaching practice and a clear understanding about how to support children's learning and development through quality play-based activities.
- Partnership with parents are a strength of the nursery. A strong key person system provides one-to-one support for all families and encourages the positive sharing of information, which in turn provides very good care and learning support for all children.
- Strong and clear monitoring systems are in place which clearly support the continuous development of the nursery and positive professional development of the staff team.
- Robust safeguarding systems are in place throughout the nursery and all staff clearly understand and place the protection of children in their care as paramount.

### It is not yet outstanding because

- There is scope for staff to enrich the good quality role play scenarios, to further support children's excursions into imaginary worlds, encouraging inventiveness.
- There is scope for members of staff to enhance the existing good quality of teaching practice, extending further opportunities for children to talk in everyday situations and allowing them time to answer questions.

## 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 spoke with the management team, members of staff, parents and children at appropriate times throughout the inspection.
- The inspector observed activities in all rooms and the outside play area, used by the children.
- The inspector looked at a selection of policies, procedures and relevant documentation.
- The inspector carried out joint discussions with the manager in relation to making observations of the children's play and learning.

## Inspector

Lynn Clements

## Full report

### Information about the setting

Puddlebrook Daycare opened in 2004 and re-registered under the ownership of the Pre-school Learning Alliance in 2011. They are registered on the Early Years Register and on both the voluntary and the compulsory parts of the Childcare Register. The nursery operates from within Cartwheels Children's Centre, Haverhill, Suffolk. The nursery serves the local area and is accessible to all children. There are currently 48 children on roll, all of whom are in the early years age group. Children have access to two large playrooms and a well-equipped, enclosed outside play area. The nursery opens Monday to Friday during term time. Sessions are from 9am until 3pm. Children attend for a variety of sessions. The nursery employs eight members of childcare staff, all are qualified to National Vocational Early Years Qualification Level 2 and 3. The manager has an Early Years Degree. The nursery supports children with special educational needs and/or disabilities, and 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:

- extend and enrich the role play scenarios and opportunities, for example, through atmospheric features and materials for children to develop further their projects and ideas while they remain fresh in their minds and important to them
- develop the existing good teaching practice further to enrich opportunities for children to talk in everyday situations and provide more time for them to think before answering questions.

### Inspection judgements

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

Prior to placement, parents and teaching staff meet. Information about children's individual abilities and learning needs are discussed and recorded. These initial assessments support key staff in preparing and planning an environment which, promotes children's confidence and curiosity. Following on from this, there are clear ongoing systems in place to support assessment for learning. These include key staff maintaining records about the individual progress of each child in their group. Information obtained from purposeful observations about the children's abilities, learning styles and interests, enables planning to be tailored to meet their individual learning needs. Progress checks for children aged two years are undertaken in full partnership with their parents. Individual educational plans are in place for those children with special educational needs and/or disabilities. Other professionals are active within the nursery, working alongside the existing teaching staff in order to support the individual learning needs. The focus of all

staff is to support progress and help children work towards their potential. Information gathered enables staff to identify any gaps in learning and then plan appropriately to address these. This action helps prepare the children and embed the skills they need for later learning and school.

Parents are fully encouraged to participate within the nursery, for example, helping with topics or sharing and celebrating cultural differences. A lending service is run by the nursery. This enables parents to borrow a very good range of quality books, games, toys and resources, supporting them in extending their child's learning in their own home. This positive approach empowers the parents and demonstrates to their children how important it is to have fun, play and investigate for themselves. Teaching staff in the nursery and parents work in partnership to encourage the positive characteristics of effective learners within the children. There are currently a small number of children attending who speak English as an additional language. To support families and the children, key words, pictorial clues, dual language books and talk tins are used. The management team and staff understand the need for the children to feel confident and secure in their own language, before they can begin developing their understanding and acquisition of English. To further support children and their parents, all staff in the nursery use Makaton, helping them to communicate with deaf children or adults. The staff teach all children in the nursery to use this sign language and this helps to minimise isolation for those children with hearing loss or difficulties, but also for those children with other disabilities or learning needs, such as language delay.

Children enjoy using their imagination, for example as they join in hunting for a bear within their nursery. They demonstrate their awareness of storytelling as they refer to the book they share at story time, about a bear hunt. This activity helps the children to remember and share simple stories from memory. However, there is scope to enhance the good teaching practice with new members of the staff team, ensuring that in all situations and activities they extend opportunities for children to think before answering questions. Children use their imagination as they move around the nursery, keen to add their own ideas for obstacles in their story. They confidently decide together, and have great fun going 'over, under or through'. As they make their way, they move their bodies in different ways and match actions to words. Children demonstrate their growing understanding of how to navigate through spaces safely as they avoid furniture and each other. While the children are having fun, the teaching staff observe that they are developing their use and understanding of positional language. This in turn is helping children to extend simple mathematical thinking as they learn about shape, space and measure. Children use a wide range of toys and resources each day. They investigate technology, developing their skills as they become more familiar with the equipment. They concentrate at the computer and staff provide programmes, helping them to coordinate their actions, clicking on different icons and causing things to happen on the computer. Children enjoy exploring differing textures and using their ideas to create art. They explore a range of media including, shaving foam, porridge oats, paint and glitter. They design their creations freely. Staff are on hand to extend the activities further, helping the children to notice change, for instance as they mix different coloured paints together. Or, to talk about and extend their vocabulary as they express what the porridge oats feel like. For example, gritty, hard, itchy, smooth. Children enjoy using their imagination and sharing their ideas with each other and members of staff. They have access to high quality toys and resources.

However, there is scope to enrich the good role play opportunities. Increasing access to high quality scenarios for children to use their skills and explore concepts and ideas further.

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

The nursery operates a key person system. This provides parents and the children with continuity of care each time they attend the session. Thought has also been given to staff absence, by the management team. A key person buddy system means that should a key member of staff not be available on a particular day, then the child and family still have access to another familiar member of staff who knows them well. Children in the nursery are confident and energetic. They demonstrate their independence skills as they make their own decisions, selecting resources they want to play with or investigate. The good overall organisation of the two large rooms and well-equipped outside play area clearly supports their ability to choose where to play. Daily routines are organised well so that they do not interrupt the children's concentration and play. Staff are clearly aware about incidental learning opportunities and how these also support children's overall progress and growth. For example, snack and meal times are planned well by staff, encouraging the children to develop their self-help skills further. Children are encouraged to try things for themselves and complete tasks independently. This helps develop their personal, social and emotional understanding, enabling them to function for themselves and enjoy independence. This gives the children confidence in moving between their home and their nursery.

Clear and purposeful meetings are held with parents prior to placement. This enables the management team to make sure that important information to support the individual care of each child is in place. For example, records are completed which include information on any allergies or medical conditions the children may have. This in turn, enables the team to plan in advance to meet those specific needs. Time is also taken to share any religious or cultural differences enabling the staff within the nursery to understand and respect these. Children's behaviour is good. They are supported very well by the staff team, who take a consistent approach with regard to fair and clear boundaries. The good behaviour of the children also contributes to the overall safety of everyone within the nursery. The vast majority of the children understand about personal safety, such as, sitting down to eat, to avoiding choking, or handling scissors with care to avoid cuts. Much younger children are quick to learn about personal safety with gentle reminders from members of staff or their peers.

Parents provide packed lunches for the children. The management team and staff in the nursery operate and promote a healthy eating programme. They provide parents with ideas about healthy packed lunches and how to pack these safely with ice packs, when using high risk foods, such as cold meat. Children too, are learning about healthy eating. They are involved in devising snack menus and talking with staff about those foods which are good and those which are not so good. Children also learn that in addition to fresh fruits and vegetables, they need carbohydrates, such as breadsticks, crackers and rice, to give them the energy they need to run around and have fun. Attention to personal

hygiene and nappy changing routines means that children's privacy is respected. They learn that washing their hands is just as important to their health as eating good food and enjoying exercise.

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

The management team have developed clear and effective record and filing systems. This has a very positive impact on the safety of children and staff within the nursery, as the checking systems for the employment of new members of staff, or temporary placement of students are very robust. This means that the children are protected from unsuitable adults. Across the management and staff team, the united understanding about safeguarding children from harm is impressive. They have clear procedures in place and all staff and students are confident and competent in reporting and dealing with any incidents which give them cause for concern. Clear safeguarding information is displayed prominently around the nursery and a policy is shared with all parents. Effective monitoring systems put in place by the management team, of nursery practice, have led to a more robust system of monitoring child absence. The improved system fully includes the parents, who now sign and provide clear reasons as to why their children have not been in attendance when expected. This action means that staff in the nursery can support and help families where this is required, but also adds another positive dimension to keeping children safe from harm. All documentation and records required by legislation are in place and are well maintained.

An appropriate training programme is in place and staff within the nursery are trained to National Vocational Qualification Level 2 or 3. The manager is degree qualified. Attention to continuing their professional development means that they can carry on providing good quality teaching and learning experiences for the children, based on the most up-to-date advice and techniques. Staff also attend other training, such as, paediatric first aid, special educational needs, equal opportunities, behaviour management, food hygiene and safeguarding. This attention to detail impacts positively on the daily running of the nursery and promotes positive outcomes for the children. For example, staff can provide suitable care for the children in the event of an emergency or accident. Clear monitoring is undertaken by the management team of all staff and students. Initial inductions mean that new members of staff or volunteers are made fully aware of the policies and procedures of the day to day running of the setting. They are taught about evacuation, safeguarding and behaviour management expectations. Ongoing, half termly supervision meetings help address any staffing issues and also identify staff interests and skills so these can be harnessed positively to enhance learning opportunities for the children. Annual appraisals are carried out and there is a clear training record maintained in order to support staff development and identify any shortfalls.

Staff, parents and children are encouraged to share their views and ideas in order to promote continuous improvement of the nursery. Parents complete questionnaires, have face-to-face meetings and can join the parent forum. These approaches facilitate the sharing of ideas and experiences and enables the management team and staff to alter

practice if suitable, in order to meet user needs. Parents report positively about the nursery. They find all members of staff approachable, friendly and informative. They like sharing their children's learning records and providing information about learning at home. They say they feel welcomed and part of the nursery. Where parents have communication difficulties, staff strive to access support from other professionals in order to address these needs as quickly as possible. Partnerships with other professionals are purposeful and directly support children and families using the nursery as required. Since the last inspection, the management team has addressed recommendations raised. Including developing use of a second room within the nursery and improving the appraisal system for staff. These improvements have had a positive impact on the running of the nursery. The management team continue to regularly reflect on the nurseries strengths and areas for improvement. Achievable action plans are drawn up with appropriate timescales and all nursery staff are involved in adapting and developing progressive practice.

### **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>	EY436406
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	952442
<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>	50
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Pre-School Learning Alliance
<b>Date of previous inspection</b>	19/07/2013
<b>Telephone number</b>	01449677878

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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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