

Puddleduck Nursery

St. Antony With St. Silas Community Centre, Merttins Road, LONDON, SE15 3EB

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| Inspection date | 24/02/2014 |
| Previous inspection date | 08/11/2011 |

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| 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

- Children learn well by engaging in a range of stimulating activities that improve their learning skills and ensure they make good progress.
- Staff have developed warm and caring relationships with children and their parents who praise the friendly and knowledgeable team.
- All children have really good opportunities to become confident learners and develop their self-help skills.
- All children are well supported by an experienced and professional team who provide a well-planned curriculum to enable them to learn in a safe welcoming environment both inside and outside.

It is not yet outstanding because

- Systems to identify children's starting points are not fully embedded
- A safe place for evacuation in case of emergency has not yet been identified

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.

Inspection activities

- The inspector observed children taking part in activities throughout the session.
- The inspector had discussions with the managers and staff.
- The inspector sampled policies and procedures including risk assessments.
- The inspector talked to children and parents and listened to their views
- The inspector sampled children's individual records of achievement.

Inspector

Karen Callaghan

Full report

Information about the setting

The Puddleduck Nursery has been established since 1996 and re-registered in 2011 due to a change of owner from joint providers to single ownership. The nursery operates from a community hall situated in the Brenchley Gardens area of the London Borough of Southwark. Children have access to a large main hall and a smaller hall that has direct access to an enclosed outdoor play area. The nursery is registered on the Early Years Register. It is open from 8.00am to 6.00pm Monday to Friday, for 50 weeks of the year. There are currently 60 children on roll who attend for a variety of sessions. The nursery is in receipt of funding for the provision of free early education for children. The setting supports a few children who have identified special educational needs and/or disabilities and a few children who are learning English as an additional language. A team of eight staff work with the children including the manager, who has Qualified Teacher Status and one staff member holds the Early Years Practitioner Status. All the other staff hold National Vocational qualifications at Level 3 in Childcare.

What the setting needs to do to improve further

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

- Identify a place of safety to evacuate children to in the case of a major incident
- further develop the ways of obtaining useful information from parents before their child starts nursery by organising home visits
- develop a base line to ensure the starting points for children are accurate.

Inspection judgements

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

Children's enthusiasm for learning and the levels in which they succeed, is enhanced by the well qualified staff who engage and capture the children's interests. The rooms used by the children are well organised and attractive with a wide variety of stimulating resources for them to use in their play activities. For instance, children make houses for the three pigs using a variety of materials and have fun cutting, sticking and painting. Children benefit from toys that are developmentally appropriate and they have free but safe access to them which allows them to be creative and explore their properties. They build a repair shed for toy cars from wooden blocks, for example and play well together, talking about the best way to organise the structure. The children's progress is well supported as staff extend their language skills at every opportunity and expand their

vocabulary by introducing them to a variety of topics such as transport and traditional tales. Plenty of praise encourages children to become confident learners and foster good learning attitudes.

Children have the opportunity to learn across all areas of the early years curriculum. For example, they use information technology while taking their own photographs on a tablet computer which teaches them skills for the future. They watch butterflies emerge from their chrysalis and tadpoles changing into frogs as part of their understanding of the world. Children enjoy circle time, listening to stories, and have fun joining in with songs and actions. They learn the sounds of letters and how to write them correctly by copying their name and short pieces of text, making their own books. They have plenty of opportunities to learn numbers and count while making gingerbread and counting out spoonful's of flour.

Secure planning and monitoring across all areas of learning ensure all children develop skills at their own pace and follow their own interests. Children benefit from learning outdoors on a daily basis by extending their play and learning through physical play. For instance, they ride bikes and trikes around the garden on a track as they learn about driving skills and road signs, as well as having fun collecting their driving licences as part of role play. They have opportunities to climb and slide and keep healthy.

Systems to assess children's starting points on entry are supported by some information from parents who are able to discuss how best their children learn and in turn they are able to access their learning journals. This results in children being supported both at the nursery and at home. However, there is not yet a fully accurate base line in place for staff to plan effectively for each individual child's needs from the very start. Progress checks at the age of two are well established and this enables the nursery to give extra support to children with particular learning or physical needs. Children make good progress towards the early learning goals because there are rigorous systems in place overall to assess their development and plan for their next steps.

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

Children develop positive relationships with their 'key person' who takes special responsibility for them and makes strong links with their family. This system helps children to develop trust and confidence as well as feel settled and secure at their nursery setting. Staff know the children well and support and resolve any issues they may have. For instance, a child who is experiencing problems with settling in is given one to one support and positive praise until sure of what staff expect of them. Nursery routines with times are displayed on the wall to help children understand their day and this also helps them feel secure.

Children show high levels of independence throughout the day and know that their needs will be met by all staff. Children help staff to lay tables for lunch, serve themselves to food and clear away their plates. This fosters their self-help skills really well as they enjoy their freshly cooked meal. The cook prepares inviting meals, taking care to cater for special

dietary needs. Children can help themselves to water throughout the day and can choose from a variety of fresh fruit thus ensuring they have a healthy, balanced diet.

The premises are clean and hygienic; nappy and potty training procedures are well organised to minimise the spread of infection. The children are able to rest or sleep calmly after lunch for as long as they need and there is a quiet area to browse books with their friends or listen to stories. Children are able to play outside for much of the day and they have boots and waterproof coats to protect them in poor weather. Staff are vigilant in their supervision to ensure the safety and security of the children and have made improvements to the garden by installing an hygienic green area that can be used in all weathers.

Children benefit from trips out to the local shops and parks where they can extend their knowledge in the outside world. Visits are made to nearby allotments which allow children to see how seeds germinate and watch vegetables grow. They enjoy helping the adults and are able to collect tadpoles from the pond to observe back at the nursery. Children take part in charity events, organised by the staff, with their parents and help raise money for good causes. This encourages them to think of the needs of others and start to have a wider picture of the world.

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

This inspection took place because of concerns relating to the providers non-notification to Ofsted about an allegation against a member of staff, made last year. Ofsted carried out an unannounced visit to check the provider was meeting safeguarding and welfare requirements in relation to safeguarding practice, safeguarding policy, managing behaviour, child supervision and premises. Ofsted issued the provider with a notice to improve to secure all staff's understanding of the procedures to be followed in the event of an allegation being made against a member of staff. The provider has discussed the safeguarding policy and procedures with staff and all staff are on a rolling programme of safeguarding training. This inspection found that the nursery is led by an experienced and well qualified manager with a strong team of able staff. This strength means that the nursery generally runs smoothly day to day. Staff understand their roles and responsibilities and promote children's safety and well-being effectively. Staff manage children's behaviour effectively, agreeing strategies with parents as to how to deal with more challenging behaviour. Managers monitor staff practice and appraisals help to identify training needs to further enhance staff skills; for instance, members of staff have completed a course in the development of speech and language. This system also contributes towards driving improvement as this feeds into self-evaluation. Parent views are sought and their suggestions are fed into the writing of the next action plan. For example, parents skilled in devising policies are invited to enhance and up-date current practice. Newsletters, informal coffee mornings and invitations to sport and festival days ensure good partnerships between home and school are well maintained.

Staff have a clear understanding of the safeguarding and welfare requirements. They have

good knowledge of the possible signs and symptoms that may indicate a child is at risk of harm. The nursery is supported by having strong links with personnel from the newly formed 'Early Help' group organised by the Local Authority. This gives access to early years services that provide professional help for individual children who require specialised interventions. Thus, all children's needs are identified and well met through effective partnerships between the nursery, parents and external agencies.

Managers make sure premises are safe and secure; for example, there is a secure entry system. Daily checks are made to ensure the premises and equipment are in good order and risk assessments are in place to minimise possible hazards. Staff supervise the children well to promote their safety and well-being. All staff hold first aid certificates which ensures children are well cared for in the event of any accidents. Fire alarms are checked and fire drills are regularly held in order for the children to know how to evacuate the premises in a calm manner. However, the nursery has not yet identified a safe place to take the children to in the rare case of a major incident occurring.

Staff demonstrate a good understanding of child development and how children learn. This knowledge is reflected well in their practice, planning and assessment. Staff work well as a team, thinking of new ideas for activities and enjoying parents input by welcoming their help and suggestions. The manager has an overall view of children's progress across the prime areas of learning which identifies any gaps in learning and helps maintain high levels of achievement. The nursery has made positive links with local schools which supports children's transitions from nursery to primary school. Parent views show high satisfaction with the nursery and that they are pleased with the care and learning opportunities that they receive.

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

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| Unique reference number | EY428371 |
| Local authority | Southwark |
| Inspection number | 950880 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 39 |
| Number of children on roll | 60 |
| Name of provider | Carol Bromley |
| Date of previous inspection | 08/11/2011 |
| Telephone number | 02072528448 |

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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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Piccadilly Gate
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M1 2WD

T: 0300 123 4234
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