

Puddleducks Daycare Ltd

36 Swan Lane, EVESHAM, Worcestershire, WR11 4PA

Inspection date

01/05/2014

Previous inspection date

13/05/2009

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

- Staff have good teaching skills and an understanding of the Early Years Foundation Stage. Consequently, children make good progress towards the early learning goals given their starting points.
- Children are kept safe because all staff are well informed and have a secure knowledge and understanding of their roles and responsibilities for child protection.
- A well-established key-person system helps children form secure attachments, which promotes their well-being successfully. Staff have a warm rapport with the children, and this ensures they feel safe.
- Clear self-evaluation and accurate identification of areas to develop ensure continued improvement to the quality of the provision.
- Staff establish effective partnerships with parents to ensure children's individual needs are met.

It is not yet outstanding because

- There is further scope to build on resources in the outdoor area so that children can strengthen their exploratory and investigative skills.

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 within four playrooms and the outside learning environment.
- The inspector held discussions with the provider and managers, and engaged with the children during the inspection.
- The inspector looked at documentation, including a selection of policies and procedures and the children's learning records.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Amanda Tompkin

Full report

Information about the setting

Puddleducks Daycare Ltd was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two settings owned by Puddleducks Daycare Limited. It operates from a two-storey house in Evesham, Worcestershire. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 23 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 3, including one who has a level 6 qualification. The nursery opens Monday to Friday, from 8am until 6pm, all year round, except Bank Holidays. There are currently 107 children on roll who are in the early years age group. The nursery receives funded early education for three- and four-year-olds. It supports 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:

- build on outdoor resources even further so that children can use these in different ways and on different scales, so they have freedom to explore, use their senses, and strengthen their imagination and investigative skills.

Inspection judgements

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

The staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. Effective levels of support are provided to ensure children have opportunities to make good progress, taking into account their starting points, how often they attend and the length of time they have been attending. Children are happy and enjoy their time at this welcoming and friendly nursery. Staff welcome children as they arrive and spend time talking to them to help them feel comfortable and settled. Staff have a good knowledge of each child's learning and development needs and keep themselves up to date with their changing interests. They use the information gained from their observations effectively, and this means that staff can plan in a precise way to ensure children continue to move forward in their learning. Children's progress is carefully monitored and any gaps in their learning are identified and effectively planned for. Each child has their own 'learning journal', which gives parents a good overview of the progress their children are making. Parents are encouraged to continue with their child's learning at home. For example, information is provided to parents with different ideas about activities they can do with their children at home. These further support children's enjoyment and achievement, and embrace continuity of learning.

Children are developing effective learning skills as they freely choose toys that reflect their current interest. Children use paints to make pictures and feathers to create mini-beasts.

They are encouraged to have a go at writing their name on their finished piece of work. Children give meaning to their marks as they proudly say, 'That's my name'. They enjoy using chalks and make marks in the playground. Children use numbers throughout the day, for example, they join in with staff counting how many children are going to play outside. Children have independent access to books and handle them correctly. Children's personal and social skills are fostered as they are encouraged to help with dressing themselves and performing self-care tasks, such as washing their hands. These are skills which help prepare children's readiness for school. The garden is a regular feature of children's play and learning. They explore the forest area and make mud pies in the mud kitchen. However, there is scope to enhance the outdoor area further, for example, by providing children with portable equipment that they can move around and use in different ways. This will further enhance opportunities to extend their imaginations, exploratory instinct and investigative skills.

All children benefit from good interactions with staff, and babies have lots of one-to-one contact and cuddles. Older children are supported well as staff are always close by to guide and enhance their play and learning. Many children within the nursery speak English as an additional language. Staff work hard to promote communication and language skills within all activities. They use effective teaching methods, such as signs, pictures, facial expressions, simple instructions and some words in children's home language. As a result, children make good progress given their starting points.

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

Children thrive in this welcoming nursery. They are warmly greeted by staff on arrival and settle quickly into the routine. Each child has a key person with whom they form very close attachments. The settling-in period is well organised, so that key persons get to know children and their parents and share important information about their individual needs. This is done through gathering written information, flexible settling-in sessions and discussions with parents. As a result, children feel emotionally secure within the nursery. The environment is well resourced, warm and welcoming. Parents have the opportunity to speak to staff at the end of each day to discuss their child's well-being and progress. Children's achievements are also displayed for parents to see. For example, each room has a 'wow board' which celebrates children's achievements. Consequently, parents are kept well informed of their children's learning and development.

Children's specific health, dietary needs and allergies are well documented and understood by the staff team. This ensures children's specific needs and parents' preferences are met. Children enjoy nutritious meals, which are provided by the on-site cook. Drinking water, cups and bottles are easily accessible for all children. Lunchtime in the dining room is enjoyable for children as they have time to sit and chat together. Good hygiene practices and cleaning routines within the nursery help to minimise the risk of cross-infection.

The staff are good role models and use consistent strategies and appropriate explanations to provide children with a clear understanding of acceptable behaviour. Children receive gentle reminders to play nicely with the toys and to share and take turns. As a result, children behave well. Children are reminded to walk while indoors and to sit properly on

furniture. Consequently, children begin to learn the importance of keeping themselves safe. Children who speak English as an additional language are supported well. Staff create an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in confidence. Children receive a happy and enjoyable early years experience and gain the necessary skills to secure their future learning.

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

Children are cared for in a secure environment because all staff have a very good understanding of the safeguarding procedures and how to identify and report any concerns about a child in their care. This ensures children's welfare is protected and assured. Recruitment, vetting and induction procedures ensure staff are suitable for their role. Teamwork in the nursery is strong, and staff are caring, enthusiastic and fully committed to their roles.

The nursery is led by two managers, who are keen to promote continual development and lead the nursery forward. The managers are responsible for the day-to-day running of the nursery and the delivery and monitoring of the educational programme. They have full support from the registered provider. The team have regular staff meetings and the managers conduct annual appraisals. Following a notice to improve issued by Ofsted after a recent visit, managers have implemented monthly staff supervision meetings. As a result, there is a system in place where staff can discuss any concerns regarding children's development or well-being and also receive coaching to improve their professional development. Staff are encouraged to participate in the nursery's self-evaluation along with parents; consequently, planned actions to identify weaknesses are concerted and effective.

The nursery seeks and welcomes advice and support from other professionals, including the local authority, and implements changes that are suggested to enhance their practice. The nursery has effective links with local schools. For example, staff and children visit the local schools to see nativity plays and to help the children become familiar with the environment. Staff provide parents with a developmental summary, which they can share with the school to help the smooth transition to children's next phase in learning. Partnerships with parents are very successful. Parents can play a full and active role in their children's learning. They speak very positively about the nursery and the progress their children make. Some parents say it is a 'fantastic' nursery and speak about how their child has settled well and loves attending. They receive detailed feedback about their child's day and care routines, and particularly enjoyed attending a recent informal parents' evening.

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	EY385959
Local authority	Worcestershire
Inspection number	966597
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	66
Number of children on roll	107
Name of provider	Puddleducks Daycare Ltd
Date of previous inspection	13/05/2009
Telephone number	01386 765446

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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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