

Puddleducklings Nursery

9 St. Catherines Road, GRANTHAM, Lincolnshire, NG31 6TS

Inspection date	19/08/2014
Previous inspection date	20/07/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children are nurtured by caring and knowledgeable staff. As a result, they are confident to explore their environment and their individual care needs are being met.
- Staff place importance on children's emotional well-being during day-to-day routines and when planning for their future learning. Consequently, children are prepared well for the next stage in their learning.
- Appropriate strategies to promote positive behaviour are consistently used, as staff regularly praise children for sharing and taking turns. Consequently, children are learning to play and learn together effectively and they understand what is expected of them.

It is not yet good because

- Children's next steps are generally supported through spontaneous interactions with adults, however, adult-led and child-initiated activities are not sufficiently differentiated to enable all children to fully participate and make better progress in their learning.
- Supervision and performance management systems are not yet effectively implemented. Continuous professional development opportunities are not sufficiently focused on the quality of teaching to improve practice.
- Partnerships with parents do not benefit from regular opportunities to share information regarding children's progress. As a result, parents are not fully engaged in their children's learning and development to promote continuity at home.

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 play, learning activities and care routines, and spoke to children and staff.
 - The inspector carried out a joint observation with the Registered Person/Manager.
 - The inspector carried out a meeting with the Manager and discussed monitoring processes and underpinning management procedures.
 - The inspector took account of the view of parents and carers spoken to on the day.
- A range of documentation was examined, including details of staff suitability checks and qualifications, policies and procedures, children's assessment records and planning documentation, the complaints log and improvement plans.

Inspector

Emma Woollard

Full report

Information about the setting

Puddleducklings Nursery registered in 2010. The nursery is registered on the Early Years Register and operates from premises in the centre of Grantham, Lincolnshire. The nursery serves the local and wider community. The nursery is accessible to all children and is open for 51 weeks of the year from 7.30am to 6pm. The nursery provides care for children from birth to approximately 2 years of age, when children move to the linked nursery nearby to continue their early education. Children are able to attend for a variety of sessions. A maximum of 18 children may attend the nursery at any one time. There are currently nine children on roll. The nursery receives funding for two-year-old children. The nursery employs four members of childcare staff. Of these, all hold appropriate early years qualifications. The nursery receives support from the local Early Years department.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure performance management of staff is supported through regular supervision, and that there is a programme of continuous professional development in place for all staff that focuses strongly on the quality of teaching to improve practice across the setting.

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

- improve the planning of activities to ensure an appropriate level of challenge for each child, so that all staff are able to fully support children's next steps of learning during both free play and adult-led activities
- improve opportunities for parents and carers to share information about children's learning, so they are kept fully informed about their children's achievements and progress.

Inspection judgements

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

Staff have a secure understanding of how children learn through play and provide a variety of activities to aid their progression. Children who attend this nursery are all young children aged approximately up to 24 months, at which age they generally move across the providers other nursery close by. Staff set up activities based on their knowledge of what they know the children will enjoy. This means that children settle quickly after

arriving at the setting and are keen to explore and play with their friends. Staff observe children as they play and assess their progress against the developmental expectation for their young age, recording the next stages in their learning. However, on occasion, during focused and child-initiated activities, individual next steps are not always used consistently to inform planned interventions, which take account of children's different ages and stage of development. For example, staff engage children in an activity threading bobbins. However, there is little differentiation in terms of support for staff to successfully extend children's learning at all times. Consequently, some children losing interest, while others, who are more able, become deeply involved. As a result, children make steady rather than good progress. However, children are being generally prepared for their future learning and next steps towards school.

Children develop strong bonds with staff and are confident to make use of resources during free play. For example, children lead a member of staff to the book area and climbs onto her lap. The children are encouraged to choose a book and to turn the pages, developing their hand and eye coordination. The member of staff supports children's language and communication by using simple sentence structures alongside animal noises that they repeat together. Staff use opportunities to develop children's vocabulary, using descriptions and modelling, for example, 'does it feel crunchy', as she squeezes cereal between her fingers. Staff show children their own enjoyment of action songs and rhymes, as they sing with enthusiasm during circle time, engaging the children in the activity. Generally, children show appropriate levels of engagement and delight as they join in with the actions to 'wind the bobbin up' and other action songs that they know well.

Staff ensure information is gained from parents, as an "All about My Child" record is completed with new parents and covers detailed information on children's development across the prime areas of learning. This information helps to inform accurate assessment of children's starting points on entry to the nursery, along with observational evidence gathered by staff in the first month. Communication day books are used to ensure that parents are kept informed of their child's daily care needs, such as when they have had a nappy change and sleep times. There is scope, however, for parents to become more involved in their children's learning, through regular opportunities to share learning journals and to contribute more to assessments, to provide a consistent approach, and promote the importance of home learning.

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

Children separate well from their main carers and are happy, settled and enjoy their time at the nursery as they are welcomed by their key person. Staff keep parents informed about children's well-being during the session, by having verbal discussion or using text messaging. For instance, when children are unsettled, staff send text messages to the parent to let them know their child is now happy and playing alongside their peers. Staff are sensitive to children's changing emotions, such as when children become distressed and ask for 'mummy' when other parents arrive, effective strategies to support children's emotional well-being are used. This is because staff take children to look at photographs of their family. They talk about 'mummy' and other family members as staff reassure children and talk through the routines, helping them to understand what will

happen before they are collected. Children are prepared well for the next stage in their learning as they have taster sessions at the linked setting, supported by their key person. Parents views are sought in deciding when children might be emotionally ready to move on to the next setting, to ensure they are prepared and secure in order to continue with their development.

Trusting relationships are developed between all staff and children. For example, where care routines, such a nappy change, interrupt children's enjoyment of a planned sensory activity, staff reassure children that they will be able to return to their play soon. As a result of this, children are cooperating with caregiving experiences and are happy to respond to the wishes of adults. Children are praised by staff for sharing tools as they practice pouring and scooping the cereal, which promotes cooperation, and they are learning to take turns. Children are encouraged to tidy away, supported by staff who additionally reinforce their learning of number names during routines, by asking 'can you put the three blue ones back in the pot?'

The nursery is adequately resourced, so children have independent access to toys and play equipment. Soft furnishings provide children with a 'home-from-home' environment, and they snuggle into the corner of the sofa when they need space to be calm. Children have access to an enclosed outdoor area at the provider's additional, nearby nursery and, therefore, benefit from activities that promote their physical development, making use of crates and equipment to extend their climbing and balancing skills. Adults sit with children during snack time and encourage them to try new foods and learn about healthy eating as they enjoy their fruit, and talk about the benefits of a balanced diet.

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

The management team has a clear understanding of their responsibilities in meeting the welfare and safeguarding, and learning and development requirements of the Early Years Foundation Stage. Staff show a secure understanding of safeguarding practices and understand their responsibilities to protect children in their care. Staff are fully aware of the signs and symptoms of abuse and who they need to contact should they have any concerns. There have been changes to the management structure and this has led to a full review of recruitment, induction, performance and management systems. However, as of yet, these systems are not yet embedded and staff do not currently benefit from regular one to one supervision to target teaching and learning to improve the provision for children. Systems for peer-on-peer observation are being introduced as a process for evaluating staff practice and developing a shared understanding of how best to promote children's development and learning. However, staff training is not yet appropriately tailored to improve staff performance and is not sufficiently focused on the quality of teaching.

Disclosure and barring service checks are sought for new staff and a record of suitability checks are held and kept up to date. Senior staff supervise and mentor students and new staff, so they have a good understanding of their roles and responsibilities. Staff deployment is usually effective in meeting the needs of children. The nursery has built

relationships with other agencies to seek support should this be necessary.

Staff take seriously any identified issues made by parents or others, and take swift action to deal with any lapses in policies and procedures. Informal methods have recently been implemented to seek the views of parents and carers, which includes use of social media. Detailed improvement plans have been drawn up since the change in management, but these are still currently being addressed and, although changes are being made, the impact has yet to be fully reflected.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY416048
Local authority	Lincolnshire
Inspection number	851689
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	18
Number of children on roll	9
Name of provider	Puddleducks Pre-School & Nursery Limited
Date of previous inspection	20/07/2011
Telephone number	07581624770

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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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