

Puddleducks@Rising Bridge

Blackburn Road, Rising Bridge ROSSENDALE, Lancashire, BB5 2RY

Inspection date

Previous inspection date

29/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- Staff have generally good teaching skills and a reasonable understanding of the Early Years Foundation Stage. They enthusiastically engage children in purposeful play, and consequently, children make adequate progress.
- Staff are kind and friendly towards the children and encourage them with meaningful praise. Consequently, children are motivated to try new activities.
- Children are kept safe because the staff have a good understanding of safeguarding and child protection issues and are vigilant to ensure the environment is safe and secure.
- The manager has established effective performance management systems to support staff to improve their practice.

It is not yet good because

- Staff do not consistently use their observations and assessments of children, in order to plan activities that match children's individual learning and development needs.
- Information collected from parents is not sufficient to establish children's starting points, and as a result, staff are not able to track children's progress over time.
- Not all parents are provided with sufficient information about their child's learning to enable them to continue the learning experiences 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.

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 looked at all the areas that children access and observed activities indoors and in the outdoor learning environment.
- The inspector held a meeting with the manager, reviewed policies, including the safeguarding policy and checked the qualifications and suitability of staff.
- The inspector looked at children's planning and assessment documents and held discussions with the staff at appropriate times during the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector took into account comments from parents spoken to during the inspection and written in children's learning journals.

Inspector

Anne Parker

Full report

Information about the setting

Puddleducks@Rising Bridge opened in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is one of two nurseries operated by a private limited company. It operates from a converted church in the Rising Bridge area of Accrington, Lancashire. Children are cared for in two main playrooms and have access to an additional quiet room. There is access to an enclosed garden, separated into areas for younger and older children. There are 35 children on roll, all of whom are in the early years age range. The nursery employs seven members of childcare staff including the provider who is also the manager. Three members of staff hold appropriate early years qualifications at level 3 or above, including the provider who holds Early Years Professional status. The nursery opens five days a week from 7.30am to 6pm, excluding bank holidays and two weeks during Christmas and New Year.

What the setting needs to do to improve further

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

- ensure activities are planned that match children's individual learning and development needs by using information collected from observations and assessments of children's achievements.

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

- improve systems to collect information from parents so that children's starting points can be established and suitable planning put into place.
- enhance systems to share information about children's achievements with all parents so that they are able to continue the learning at home.

Inspection judgements

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

Teaching is adequate and sometimes good, so overall, children make satisfactory progress. Staff enthusiastically engage children in purposeful play. They play alongside children and effectively extend their learning through questioning and talking about what they are doing. For example, children enjoy collecting jugs of water from the tap to pour onto the guttering that is mounted on the wall. They delight at it runs down the various

pipes. Staff skilfully use questions to encourage their thinking and problem solving skills and use a wide range of language to describe what is happening. For example, children are asked if the jug is full or empty and to predict whether the water will go fast or slow. Furthermore, children are included in solving the problem of the water spilling over the end of the pipe. Children have opportunities to use a wide range of utensils to make marks both indoors and outdoors. Older children use paint brushes to paint rocks and younger children are provided with large sheets of paper so they can manipulate the paint onto it. They use crayons at the table indoors and staff talk to them about what they are drawing and the colours they have chosen. As a result, children are developing many of the skills they will need for their next steps in learning, including school.

Children's communication skills are fostered well during play. Staff consistently repeat key words and phrases to clarify meaning successfully. As a result, children are becoming confident talkers who are beginning to express themselves. The setting has printed words and numbers displayed on storage containers and on the walls. Furthermore, children have access to a wide range of books and they enjoy sitting in the cosy area to share the stories with staff. Consequently, children are beginning to understand that print has meaning. Staff frequently use mathematical language as children play. For example, they count the wheels on the vehicles they are making and compare with toy vehicles they have in the setting.

Basic information about each child's development is collected from parents as children start at the setting, however, this is not sufficient for staff to always establish children's starting points, and as a result, staff are not able to plan specifically for each child's learning and development or track progress over time. Staff observe children and record their findings in individual learning journals. However, this information is not routinely used to plan for children's next steps in learning. Consequently, while staff plan a wide range of activities, they are not fully matched to individual children's learning needs or interests. Staff are beginning to assess children's achievements and record them in their learning journal. There is a suitable format available for the progress check completed for children aged between two and three years. Some parents have been supported to continue their child's learning at home. For example, parents of children in the baby room are given detailed information about heuristic play activities within the setting to help them replicate the activity at home. However, not all parents are provided with sufficient information about their child's learning in order to support them to continue their child's learning at home.

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

Children are reasonably motivated and eager to engage with activities as staff offer encouragement through meaningful praise and support. All children are allocated a key person and staff work across the setting to get to know all the children. Staff offer extra support and stay close to children who are new to the setting to provide reassurance. As a result, children's emotional needs are adequately met because staff are beginning to build

secure attachments with them. The setting is very well presented and organised. The wide range of toys and resources cover all areas of learning and they are very well organised and attractively displayed or stored so that children can independently access them. Consequently, children are becoming independent learners.

Children behave appropriately because staff have a positive approach towards behaviour management. They calmly intervene in minor squabbles and diffuse issues quickly and effectively. Furthermore, staff are positive role models and remind children to use good manners. They promote friendships between children by encouraging them to play alongside each other and they talk about how children might be feeling. Consequently, children are learning to respect and have empathy for the feelings of others. Staff remind children how to keep themselves safe, for example, by reminding them why they must walk and not run indoors. Children are provided with daily opportunities to access fresh air and exercise in the well-designed outdoor play area. While outdoors, children run about, balance as they traverse along the wooden log, use large wheeled toys and carry jugs of water. As a result, they develop good physical skills. Children take small risks, appropriate for their age, for example, while climbing the slide or negotiating the steps to the platform to see out of the window.

Staff effectively promote healthy lifestyles. They provide healthy snacks and talk to children about the benefits of eating healthily. There are displays promoting fruit and vegetables and staff introduce discussions about dental health. Children are supported to wash their hands at appropriate times during the day and staff sensitively support children as they visit the bathroom. Consequently, children are beginning to develop healthy habits and independently manage their self-care needs, and therefore, are developing the skills they will need when they go to school.

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

Managers have a good understanding of their responsibilities to ensure practice meets the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. They follow appropriate systems to ensure staff are suitable to work with children. Induction procedures provide new staff with information about safety, evacuation procedures and their roles and responsibilities. Staff attend regular safeguarding training and so are confident about identifying and reporting any child protection concerns they may have about children in their care. An effective range of policies support their work and these are shared with parents as they start at the setting. Staff conduct regular risk assessments and remove any hazards, where appropriate. Access doors are kept locked and there are systems in place to monitor visitors. Accidents are accurately recorded and shared with parents and staff follow clear procedures to ensure medication is administered safely. As a result, children are well safeguarded at the setting.

The staff team are very new, enthusiastic and keen to learn. There have already been changes made to the provision in the short time they have been open. For example, a previous system of key working, which allowed staff to work with all children, has recently been amended. This was due to the manager recognising the need for children to establish firm attachments with their key adults in order to settle well into the setting. This demonstrates a capacity to evaluate and improve so that the needs of children are fully met. The manager has established effective performance management systems to begin to support staff in improving their practice. Furthermore, many staff are engaged in professional development to improve their knowledge and skills and gain further qualifications in childcare. Managers and staff have a sufficient understanding of the learning and development requirements of the Early Years Foundation Stage. However, planning is generally topic based and staff are not routinely using their observations of children to match activities to children's learning needs or interests.

Partnerships with parents are developing. Displays in the entrance areas inform parents about staff, children's snacks, the Early Years Foundation Stage and other useful information. Parents spoken to during the inspection know who their child's key person is and express their satisfaction with the setting. However, systems to share information about children's learning are not fully embedded. Consequently, staff are not always able to establish clear starting points and not all parents are able to continue their child's learning at home as well as others. Staff are establishing good links with external agencies and other professionals to ensure that children's individual needs are met by receiving appropriate intervention and support. This, over time will further support children's learning and promote effective transitions.

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
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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	EY476683
Local authority	Lancashire
Inspection number	976906
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	34
Number of children on roll	35
Name of provider	Puddleducks@Rising Bridges Ltd
Date of previous inspection	not applicable
Telephone number	0779179321

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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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