

# Puddleducks Childcare

106 High Street, YARM, Cleveland, TS15 9AU



## Inspection date

16 March 2015

Previous inspection date

25 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. Skilled and qualified staff provide an interesting range of activities, which capture children's curiosity and imagination. As a result, all children make good progress from their starting points. This helps children to gain the skills needed to prepare them for school.
- Children grow in confidence and independence. They develop a sense of security due to the positive support from staff that promotes their sense of belonging, self-esteem and interest in learning.
- Procedures for the recruitment of new staff are effective. Management make sure that only adults suitable to work with the children are employed. Ongoing supervision and appraisals ensure that staff's development is promoted.
- Staff ensure the setting is safe and secure for children to play in. They keep entrance doors locked, ask all visitors to sign in the visitors' book and risk assess the premises daily. This means children are kept safe.
- Strong partnerships with other providers enable staff to work together to meet children's needs and to provide continuity in children's learning experiences.

### It is not yet outstanding because:

- Staff occasionally miss opportunities to further extend children's learning about the benefits of healthy eating.
- There are fewer natural resources available for children aged under two years.

## What the setting needs to do to improve further

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

- make the most of opportunities to develop children's understanding further regarding the benefits of healthy eating, for example, by discussing the different foods when visiting the supermarket
- provide more natural resources for children aged under two years, such as everyday items, to fully promote children's opportunities to explore and investigate.

### Inspection activities

- The inspector had a tour of the premises and observed activities indoors and outdoors.
- The inspector met with the manager, carried out a joint observation and spoke with staff and children at appropriate times during the inspection.
- The inspector looked at children's development records, planning documentation, evidence of the suitability of staff working in the nursery and a range of other records, policies and procedures.
- The inspector took account of the views of parents and carers through discussion at the inspection.

### Inspector

Lynne Pope

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children are confident and motivated learners because staff plan activities and resources, which take into account their individual needs and interests. Staff give high priority to the development of children's communication and language skills. They continually talk to children and engage them in a good range of activities to develop and extend their vocabulary. For example, children aged under two years explore the shaving foam that is squirted on the table. Staff introduce new words, such as 'cold' and 'slippy' to help them express how it feels. Staff model the correct way to pronounce words for older children. They repeat what they hear them say, such as when children describe the 'brokened fence', staff repeat it, saying 'broken'. Parents are well informed about children's development and work very well with staff to support children's learning at home. They take their children's development files home and add their own comments on children's development. A parents' evening was recently introduced so that parents can meet with and discuss their child's progress with their key person.

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

Staff constantly praise children and always acknowledge their achievements. They use consistent strategies to positively manage children's behaviour and as a result, children's behaviour is good. Staff use the local environment throughout the year, so that children benefit from lots of fresh air and exercise. For example, they visit the river to feed the ducks. Staff make the most of this opportunity to talk about what children can see and hear. They call in the supermarket to buy some bread. However, they miss an opportunity to talk about the different foods available to raise children's awareness of the benefits of healthy eating. The provision of natural resources is being developed for children aged under two years. However, they are still limited and not available in all areas for children to explore and investigate. Staff prepare children emotionally for future moves within the nursery or on to school. Children visit the next room with their key person. Activities promote children's independence. For example, children over two years serve themselves their food at lunchtime.

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

The provider, manager and staff have a good understanding of the requirements of the Early Years Foundation Stage. They have worked hard since the last inspection to address the actions raised. They have developed a rigorous self-evaluation process. This includes the views of parents, children and staff. Management and staff have attended risk assessment training to raise their awareness of how to minimise possible hazards. This has resulted in new checks being implemented to make sure the environment stays safe. Staff have a good understanding of child protection procedures to safeguard children. The manager monitors children's development files to make sure that they are completed accurately. This means that any gaps or delays in children's learning are identified and addressed, so that all children make good progress.

## Setting details

<b>Unique reference number</b>	EY461331
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	1000512
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	43
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Puddleducks 106 Ltd
<b>Date of previous inspection</b>	25 November 2014
<b>Telephone number</b>	07923110873

Puddleducks Childcare was registered in 2013. The nursery employs eight members of childcare staff. All staff hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round, excluding bank holidays. Sessions are from 7.30am until 6pm.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

