

Puddleducks Pre-School & Nursery

Welham Street, GRANTHAM, Lincolnshire, NG31 6QU



Inspection date

20 May 2015

Previous inspection date

3 June 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Teaching is good. The qualified staff know their key children well. They introduce challenging and stimulating play opportunities. This means children make good progress in their learning and development.
- Children behave well. They play harmoniously together and make good relationships with each other and the adults who look after them. As a result, children display high levels of self-confidence and self-esteem.
- Children play in a well thought out indoor and outdoor environment. There is a wealth of exciting and interesting resources. Consequently, children remain engaged in playing and exploring.
- Staff find out all about children from their parents before they start at the nursery. As a result, children settle quickly and build strong emotional attachments with their key person and all the staff.
- The staff team is well established. They work together with the management to identify the strengths and weaknesses of the nursery. A clear action plan identifies areas for improvement. This means the quality of the provision consistently improves.

It is not yet outstanding because:

- Staff do not always use group times effectively before snack and lunch times, to consistently promote children's learning and enjoyment.
- Staff focus too much time giving children instructions and information, and not enough on asking children questions. This means, children do not always get a chance to respond or use their speaking skills.

What the setting needs to do to improve further

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

- review the organisation of routines, particularly just before snack time and lunchtime, so that children are not expected to sit for prolonged periods and their learning and enjoyment is promoted
- provide more opportunities for children to answer questions and to share their ideas to further develop their speaking skills.

Inspection activities

- The inspector had a tour of the nursery and held discussions with the provider and the deputy manager.
- The inspector carried out a joint observation with the provider.
- The inspector observed adult-led and free-play activities taking place in the three playrooms and outside area.
- The inspector took into account the views of parents spoken to on the day of inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed the nursery's self-evaluation and improvement plan.

Inspector

Sharon Alleary

Inspection findings

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

Staff understand how children learn. They sensitively join in with children's play whilst also allowing them to explore independently. For instance, staff nurture children's imagination by following their lead and becoming a customer in the pretend shop. Children move on in their play to pretend to be in a hairdresser's salon and finally a restaurant. Children experiment with shapes and space to create a complex system of slopes and roadways to play on with their cars. They are not easily distracted as they maintain focus well. As a result, children develop the skills needed in preparation for their move on to school. Staff constantly talk to the children, telling them about activities and talking about experiences at home. However, staff sometimes miss opportunities to ask questions and so children do not benefit from regular times when they think and respond. Children who speak English as an additional language make good progress in using English. This is because staff speak clearly and use gestures to reinforce English words. Staff encourage parents to support their children's learning at home by sending home ideas for activities, such as making dough from recipes.

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

Children sit and chat together as they enjoy a snack and eat their lunch. However, before snack and lunch the children are expected to sit for prolonged periods of time without anything meaningful to do. This means that opportunities to interest and engage children, and to build further on their learning are missed and children do not enjoy these times as much as possible. Children recognise for themselves when they need a drink of water, and help themselves to their personal drink bottles. Children enjoy playing outdoors. They practise their physical skills by riding bikes and running around negotiating space and avoiding obstacles. The manager has developed good relationships with the local schools. The reception teachers visit children in the nursery. As a result, children become familiar with their teachers and consequently they are emotionally prepared for their eventual move to school.

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

The provider has a good knowledge and understanding of the safeguarding and welfare requirements. Safeguarding is given high priority. The management ensures all staff know the correct procedure to follow if they have any concerns about a child in their care. The manager completes regular supervision meetings with staff to discuss strengths of practice and to set targets to improve teaching and learning. Staff recruitment is robust. This helps check that all adults working with the children are suitable to do so. A thorough overview of children's progress enables any gaps in the educational provision to be identified and immediately resolved. Staff attend an array of courses to further their professional development. As a result, staff bring back ideas and thoughts to enhance children's play and exploration.

Setting details

Unique reference number	EY379408
Local authority	Lincolnshire
Inspection number	858538
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	47
Name of provider	Puddleducks Pre-School & Nursery Limited
Date of previous inspection	3 June 2009
Telephone number	07736 246 043

Puddleducks Pre-school & Nursery was registered in 2008. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, including the provider, who has Early Years Professional status and Qualified Teacher Status. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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