

Puddleducks@Rising Bridge

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



Inspection date

21 July 2015

Previous inspection date

29 September 2014

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
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

- Groups of children, including disabled children and those with special educational needs progress well. This is because staff are highly qualified, and under new leadership their abilities are beginning to shine. Staff know children really well and value children's interests; they use this information skilfully as a basis for teaching.
- Staff focus closely and successfully upon children becoming ready, willing and able to learn. They also teach children many important skills in early communication, reading, writing and mathematics. This is helping children to thrive at nursery and supporting the oldest to be ready for school.
- Relationships with children in both the baby/toddler room, and 2-4 year-olds room are gentle, positive and encouraging. As a result, children's behaviour shows that they feel good about themselves and are settled, enthusiastic and confident.
- Puddleducks has improved rapidly since the previous inspection because of the combined efforts of staff and leaders. Those involved have a clear and accurate understanding of what they do well and how to achieve even higher standards.

It is not yet outstanding because:

- Children need more opportunities to develop their understanding of the world through being taught about the different people and families living in modern Britain.
- On occasion, the questioning and language used by some staff are not always good enough to support and extend children's thinking.
- While staff are recruited properly and appropriate procedures are followed, interviews of potential staff are not recorded well.

What the setting needs to do to improve further

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

- improve staff understanding of highly-skilled teaching, for example by observing staff who use clear questions (including open-ended questions) and language that young children understand; and establishing opportunities for staff to learn about the teaching by staff in other nurseries and maintained nursery schools
- ensure that staff give children more opportunities to learn about the diverse people and families living in modern Britain, for example through better use of stories, books and celebrations that positively show differences and challenge stereotypes about who people are, and what they can achieve
- keep clear records of the interviews of potential new staff in order to show how suitability is assessed, for example by recording more details of the questions used, and the scoring and evaluation of responses given.

Inspection activities

- Her Majesty's Inspector (HMI) spoke to children and observed care, learning and teaching in the nursery classrooms and outdoors. Some teaching was observed jointly with one of the nursery managers.
- Meetings were held with the nursery owner, managers, and a range of staff.
- HMI spoke to some parents and carers and considered the responses to a recent nursery survey of parents' views.
- HMI looked at displays and records of children's work around the building. He checked the cleanliness and safety of the premises and procedures for checking visitors.
- HMI checked evidence of the suitability and qualifications of nursery staff, including certificates in paediatric first aid.
- HMI considered a wide range of documents including: plans for teaching and learning; information about children's learning and progress; reviews of how well the nursery is developing; plans for the future; documents about the care and protection of children; and evidence from a recent support visit by the local authority.

Inspector

Tim Vaughan Her Majesty's Inspector

Inspection findings

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

Staff are keen to learn and improve their skills. For example, workers from the baby and toddler room attended a local authority course that has made a big difference to the work of staff across the nursery. As a result, many staff are skilful at identifying repeatable patterns in children's play. They identify clearly how to support and extend children's thinking. They label, describe and chat with children skilfully about their play. Also, staff now make full use of national guidance about the typical development of young children when reviewing children's progress. This is helping teaching to be interesting, relevant and thought-provoking for children. Where teaching is less successful, staff questioning and language are not good enough to help children to think. In addition, children do not have enough opportunities to learn about the people of modern Britain. New systems to review the progress made by different groups of children have been introduced by leaders. However, it is too soon to see the impact. Nevertheless, children are achieving well because of many improvements made to the quality of teaching and learning.

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

Babies and toddlers are at ease with staff because of the gentle, reassuring way in which workers handle and speak to them. Routines for children's care are thoughtful and flexible. The meals and snacks provided smell good and are healthy and nutritious. Two-year-olds mix well with older children in their shared classroom. Four-year-olds are confident, capable and settled because of good quality relationships with staff. Through attending appropriate training and by leaders checking their knowledge, staff understand when children may be at risk of harm. They know how to raise concerns about the care and protection of children. All appropriate checks are in place to review the suitability of staff and visitors and keep the premises secure. While minimum requirements are met, some aspects of the interview of potential new staff are not recorded well.

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

Many aspects of the nursery have improved hugely since the previous inspection. Links with parents in support of children's learning are good. Links with other professionals, the recruitment of new staff and managers, and greater access to training and support, are all playing a key role. New leaders are highly qualified, and they understand national requirements about young children's education and safety. They have a good knowledge of how young children learn, and how to help staff grow in their skills. They check the work of the nursery well and give staff helpful feedback within individual meetings. Such work is beginning to make a significant difference to the quality of teaching and children's learning. In a short time, leaders have re-established a clear vision, and priorities for long-term improvement that are both realistic and accurate. This is helping the whole staff team to work together and show what they can achieve. The success of leaders in tackling weaknesses rapidly, along with other strengths of the nursery, indicate that Puddleducks is very well placed to improve further.

Setting details

Unique reference number	EY476683
Local authority	Lancashire
Inspection number	1021532
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	34
Number of children on roll	50
Name of provider	Puddleducks@Rising Bridges Ltd
Date of previous inspection	29 September 2014
Telephone number	0779179321

Puddleducks@Rising Bridge opened in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a converted church in the Rising Bridge area of Accrington, Lancashire. The nursery is one of four settings operated by the owner. 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. Including the owner, there are nine staff who work with the children. Two members of the team are qualified at level 3 in early years. Four staff hold an honours degree in early years (level 6). The owner and the deputy manager also hold Early Years Professional status. Two staff are unqualified. The nursery opens five days a week from 7.30am to 6pm, excluding bank holidays and two weeks at Christmas and New Year.

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