

Puddleducks

30a High Street, Croughton, Brackley, Northamptonshire, NN13 5LT



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| Inspection date | 4 September 2015 |
| Previous inspection date | 6 November 2014 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------------|----------|
| | Previous inspection: | Requires Improvement | 3 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Children are supported effectively by staff to acquire the skills and capacity to learn and develop, in order to reach the next steps in their learning.
- Staff continually share information with parents and ensure that they contribute to their child's progress. Parents share very positive views about the provision.
- Leadership and management are effective in evaluating practice. The provider and staff strive for improvement to provide high-quality care and education, as shown by improvements made since the last inspection.
- Staff promote children's communication and language development extremely well. Sign language is used effectively as younger children begin to develop speaking skills.
- Children's personal, social and emotional development are given high priority. Good relationships between staff and children help children to be emotionally secure.
- Staff assess and minimise risks successfully. They are aware of the local safeguarding procedures and their responsibilities to protect children from abuse and neglect.
- Children's good health benefits from a varied and nutritious diet. Fresh food is cooked daily.

It is not yet outstanding because:

- Opportunities for newly mobile babies to practise their climbing skills are not fully maximised.
- Some sensory play opportunities for babies are not fully promoted. Staff do not consistently provide a wide range of different every day and natural objects and materials for them to explore and investigate.

What the setting needs to do to improve further

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

- increase opportunities for children to gain confidence and practise skills as they demonstrate a readiness for climbing
- increase opportunities for babies to explore and use a wider range of different objects and materials to enhance their sensory development.

Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector held meetings with the provider and the manager, and spoke to staff and children at appropriate times during the inspection.
- The inspector conducted observations of the activities and evaluated the teaching methods with the manager.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector checked evidence of staff members' suitability, qualifications and training.
- The inspector spoke to a small selection of parents during the inspection and took account of their views and the written views of other parents.

Inspector

Jan Burnet

Inspection findings

Effectiveness of the leadership and management is good

The provider and staff have a good understanding of the Early Years Foundation Stage requirements and they implement them effectively. Children are safeguarded. Recruitment and selection procedures are clear and vetting procedures for staff are thorough. Children's welfare is addressed well. The provider and manager ensure that staff keep their child protection, food hygiene and first-aid knowledge up to date. They regularly observe staff members' practice in order to discuss strengths and areas for improvement during supervision sessions. The provider's priority for improvement is to extend a system of staff observing colleagues' practice in order to ensure consistency and best practice for promoting children's learning. Staff identify that recent sing and sign training has enhanced their practice for promoting babies' communication development.

Quality of teaching, learning and assessment is good

Staff ensure that children's learning builds on what they already know and can do. Toddlers' speaking skills develop well as they progress from saying single words to forming short sentences. Staff introduce mathematical language skilfully. For example, toddlers fill pots with sand and recognise whether the pots are full or empty and say if they need more sand. They learn that if they create one sand castle, another one added to it makes two. Babies make good progress from crawling to pulling themselves up and to standing and walking. They explore resources through touching and mouthing. However, toys that are easily accessible to them are generally plastic. Staff identify that a basket contains a wider range of sensory objects for them to explore, but this is available to them only periodically. Younger children notice the marks they make in paint with different brushes and enjoy exploring the texture of the paint with their hands.

Personal development, behaviour and welfare are good

Parents provide clear information about their child's care needs and staff address these needs effectively. Children's good health is protected well. They eat healthy food and their independence is developing as they learn to manage their self-care needs. For example, they brush their teeth after lunch. The outdoor area is used successfully for a range of play activities and children are physically active. However, opportunities for newly mobile children to practise their skills are not consistently provided. Staff say that soft-play equipment is set out once each week and trips to the park are periodic. Toddlers' self-esteem is boosted as they are praised for their efforts and achievements. They are beginning to gain an awareness of sharing.

Outcomes for children are good

Staff support children effectively so that they make good progress. They gather information from parents about starting points for learning and observe, assess and plan effectively for children's next stage in their development. Staff liaise effectively with parents to ensure that they work well together to meet children's care needs and promote their learning. Children aged under three years develop good skills in readiness for the move on to pre-school.

Setting details

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| Unique reference number | EY218008 |
| Local authority | Northamptonshire |
| Inspection number | 1010707 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 34 |
| Number of children on roll | 47 |
| Name of provider | Lesley Grant |
| Date of previous inspection | 6 November 2014 |
| Telephone number | 01869 811222 |

Puddleducks was registered in 2002. It employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and two hold health and social care qualifications at level 3. The provider and manager hold management qualifications at level 5. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two- and three-year-old children.

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