

# Puddleducks Kindercare LTD

8a Bourne Terrace, Wherstead, Ipswich, IP2 8NG



## Inspection date

16 February 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
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

- The nursery's management is effective in driving improvement. Staff demonstrate a strong commitment to achieving excellence in all areas. They are enthusiastic and work well together as part of a friendly and motivated team.
- The quality of teaching across the nursery is consistently good. Staff give priority to identifying and planning for children's individual learning needs, including disabled children and those with special educational needs.
- Children behave well and respond positively to the high expectations of staff. Consistent ground rules are used effectively to help children understand what is expected of them.
- Partnerships with parents are successful. Staff are committed to working with them to ensure continuity of care and learning. Parents are kept well informed through written and daily verbal communication.
- The key-person system is implemented well. In the absence of a child's key person, a back-up person is identified, helping to ensure that children's individual care and learning needs continue to be met.

### It is not yet outstanding because:

- Managers have not fully developed opportunities for staff to share their skills and learn from their colleagues, in order to further improve practice, teaching and learning.
- The monitoring of children's progress does not yet identify if there are gaps in the attainment of different groups of children, so that steps can be taken to close them.
- Staff do not focus well enough on promoting children's developing awareness of technology.

## What the setting needs to do to improve further

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

- develop the opportunities for staff to learn from their colleagues who demonstrate outstanding teaching skills
- put in place systems for tracking different groups of children, so that any gaps in learning can be identified and managed at the earliest opportunity
- focus more closely on supporting children's developing awareness of technology.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector completed a joint observation with the nursery owner, who is also the manager.
- The inspector held a meeting with the nursery owner.
- The inspector looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector looked at activity planning, records of children's learning and a selection of policies and other documentation.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of the leadership and management is good

Reflective practice is fully embedded into the self-evaluation processes and the views of staff, parents and children are sought. All parents are very positive about the way the nursery is run. They hold staff in high regard. Relationships are friendly and trusting. Recruitment systems are effective, ensuring that staff are suitable to work with children. A system of appraisal is in place, to support performance management. Staff are committed to their own professional development and managers readily address their training needs. Safeguarding is effective. All staff attend regular training in child protection. They have a good awareness of the signs and symptoms of abuse and know how to report concerns.

### Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn. They plan and provide a stimulating and interesting range of activities that promotes children's progress. They extend activities well. For example, staff read a familiar story with children and then take them to the woods, where pictures of the characters are hidden. Children use clipboards and pens to record when they have found the characters. They take great delight in playing in the woods, where they climb on fallen trees and explore making marks in the mud. Younger children develop their physical skills, running between the trees and throwing balls. Staff support children's language skills well. They respond appropriately to the babbles and gestures of babies and promote the development of children's vocabulary. Children are encouraged to use signing to support their verbal interactions.

### Personal development, behaviour and welfare are good

Equality and inclusion are at the heart of everything staff do with the children, ensuring that all children are able to participate fully in the activities and routine of each day. Continuity of care is promoted well. Staff talk to parents about children's established routines and continue these in the nursery. Staff are good role models and treat children with respect and positive regard. Children respond very well to this. They are settled, happy and develop secure emotional attachments in this warm and welcoming provision. Their move from home to the nursery is managed well and tailored to children's individual needs. Transitions between rooms are effectively organised. Children develop the confidence to embrace new experiences and are building the skills needed to be ready for school. They manage their own health and hygiene needs, relevant to their age and level of understanding.

### Outcomes for children are good

Staff regularly assess children's learning and records indicate that individual children make good progress given their starting points. Older children are encouraged to write their name on their work. They write recognisable letters and understand that print carries meaning. Additional funding, including the early years pupil premium, is used effectively to promote children's achievements.

## Setting details

<b>Unique reference number</b>	EY470661
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	987575
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	53
<b>Number of children on roll</b>	87
<b>Name of provider</b>	Puddleducks Kindercare Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01473690240

Puddleducks Kindercare LTD has been established since 1990. It re-registered in 2014 when it became a limited company. The nursery employs 17 members of childcare staff, including the owner, who is also the manager. Of these, 16 hold appropriate early years qualifications at level 3 and above, including two with Early Years Professional status. The owner has Qualified Teacher status. The nursery opens from Monday to Friday for 50 weeks of the year. It closes for two weeks at Christmas. Sessions are from 8am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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