

# Puddleducks, Toad Hall Nursery

School Farm, Church Road, Bedford, MK44 2JX



## Inspection date

18 August 2016

Previous inspection date

Not applicable

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

- Staff have built excellent partnerships with parents. They speak very highly of the staff team and the care and learning opportunities provided. Parents are kept well informed about their child's progress and achievements.
- Children's independence is promoted from a young age. For example, very young children look for their picture on their dinner mat and sit in the correct highchair at mealtimes. They are encouraged to take off their own shoes after outdoor play.
- Senior managers have a very effective system of evaluating their practice and the care they provide. They seek parents' and children's views, which are incorporated in specific targets for improvement and development of the setting.
- Staff provide detailed support and work closely with other agencies to meet the specific individual needs for children who have special educational needs or disability. Together they develop targets that support children's continued steady progress.
- Children develop close attachments with their chosen key person. They are provided with a supportive settling-in period which enables children to feel happy and safe in the staff's care.

### It is not yet outstanding because:

- Staff do not always offer even more challenge for the most-able children who are already making good progress.
- Staff do not always provide sufficient opportunities for energetic play in response to the needs of those children who prefer to be outdoors.

## What the setting needs to do to improve further

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

- provide even higher levels of challenge in activities to inspire the most-able children to excel in their learning
- provide further opportunities and make better use of available space for children who prefer an outdoor learning experience.

### 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 observed and discussed a joint observation with the manager.
- The inspector held a meeting with the owner and manager. She spoke to staff at appropriate times during the inspection. The inspector looked at relevant documentation, such as policies and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents and children during the inspection and took account of their views.

### Inspector

Michelle Baldock

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have a secure understanding of the procedures to follow if they have any concerns regarding children's safety and welfare. Staff have a detailed induction programme which enables them to understand their roles and responsibilities. The management team has an embedded supervision system in place. They regularly monitor the quality of teaching and staff use opportunities to reflect on their own practice. Together with management, staff identify professional learning opportunities to support their continued development. Staff monitor the assessments of children's learning to identify any gaps and they provide targeted support to enable children to make continued progress. During children's initial settling-in period, staff gather information from parents about children's starting points so that they are aware of and can meet their needs.

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

Well-qualified staff provide a wide range of activities and learning opportunities that captures children's interest. Staff promote children's letter and number formation. For example, children have opportunities to practise writing numbers during a cutting and counting activity and are encouraged to write their own names on their pictures. Children are involved in group time at the beginning of each session. They listen intently and actively take part. Children's language development is supported as they enjoy exploring their bug hotel and the wildlife area they have helped to create. Staff talk to the children about what they may find as they search for bugs and insects. Staff regularly observe children in their key groups. They assess their progress and set targets for improvement.

### Personal development, behaviour and welfare are good

Children are confident and actively seek help and support when needed. They are kind, caring and considerate towards one another. For example, they happily share resources and wait patiently for their turn during activities. Children learn about living a healthy lifestyle through discussion, activities, books and daily opportunities for exercise. Parents comment that their children talk to them about the nutritional value in various food items at home. Staff talk to children about the importance of washing their hands after outdoor play and before their mealtimes. Children delight in taking on responsibilities, such as competently serving their own food at mealtimes.

### Outcomes for children are good

Children are motivated to learn and eager to participate in the range of activities offered. They learn the necessary skills ready for their move on to school. All children, including children who have special educational needs or disability, make good progress from their starting points. Very young children learn to experiment and explore as they enjoy water play. They laugh as they pour water on the ground outside and jump up and down in the puddles. Children develop their imaginative skills through role play. For example, they talk about their recent holidays while pretending to buy beach items in the seaside shop which they have helped to develop.

## Setting details

<b>Unique reference number</b>	EY478929
<b>Local authority</b>	Bedford Borough
<b>Inspection number</b>	1004297
<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, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Carerom Limited
<b>Registered person unique reference number</b>	RP910483
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01234 378880

Puddleducks, Toad Hall Nursery was registered in 2015. The nursery employs 14 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, including the manager, who holds a level 6 degree qualification. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

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 2016

