

Puddleducks Day Nursery

Puddleducks, 11 Anglesey Street, Hednesford, CANNOCK, Staffordshire, WS12 1AB



Inspection date

14 December 2016

Previous inspection date

7 May 2013

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

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Leaders and managers do not robustly check the quality of teaching and children's learning. Consequently, teaching is variable and some young children are not making consistently good progress.
- Staff are not focused well enough on promoting children's individual next steps in learning. As a result, some young children are not making good enough progress in their speech development. Gaps in this aspect of their learning are not closing quickly enough.
- Activities are not always prepared well enough by staff. Sometimes, young children are not provided with sufficient resources to be fully involved in an activity.

It has the following strengths

- Older children are independent and confident communicators. They are well prepared for the next stage in their learning and for school, when the time comes.
- Partnerships with parents are strong. Staff share what children are achieving and help parents to support their children's learning at home.
- All children enjoy being creative. They use their imagination as they explore and investigate different materials. They show curiosity in the world around them.
- Children are helped to settle well and to develop strong relationships with others. They are provided with reassurance from caring staff when feeling unsure.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- make sure the next steps planned for children's future learning are fully promoted to quickly close gaps and to help young children develop their speech, as part of their communication and language development. 30/01/2017

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

- make better use of supervision to foster a culture of mutual support and teamwork, and to provide coaching and training to make sure teaching and learning are consistently good
- make sure all staff prepare activities well and provide young children with sufficient resources to be fully involved and engaged in their learning.

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 completed a joint observation with the nursery manager.
- The inspector held meetings with the providers and the nursery manager. She discussed the nursery's self-evaluation and checked evidence of the suitability of staff working in the nursery.
- The inspector took account of the recorded views of parents and children, provided by the providers.

Inspector

Dianne Adams

Inspection findings

Effectiveness of the leadership and management requires improvement

The nursery has not maintained continuously good progress since the last inspection. Leaders and managers are not fully focused on making sure that teaching and young children's learning are consistently good. Arrangements for safeguarding are effective. Thorough recruitment and vetting procedures and ongoing checks make sure that all adults are suitable to work with children. Managers and staff attend training events to extend their knowledge of child protection. They know the actions to take to keep children safe from harm. Staff seek the views of parents and children as part of the nursery's self-evaluation. Children state that they like attending the nursery, making friends and talking to the mums and dads. Parents state that children are happy and enjoy a wide range of activities.

Quality of teaching, learning and assessment requires improvement

Despite staff being well qualified, teaching is not consistently strong. Staff identify children's starting points in partnership with parents. They observe, assess and track what children know and can do. However, staff do not plan challenging activities to help young children to achieve their next steps in learning quickly. As a result, some young children are not making good enough progress in their speech development. That said, staff plan activities that reflect children's interests. Older children become excited to find snowflakes and butterflies hidden in the garden. Young children are curious to find items hidden by staff in sand. They enjoy exploring items with buttons and flaps that make sounds and have flashing lights. However, sometimes resources are limited and do not enable all young children to be fully included in activities or have high levels of engagement in their learning. For example, staff initially provide sufficient materials and tools for only one young child to explore the cornflour and water mixture. Furthermore, they do not check that there are enough Wellington boots for every young child to wear outdoors.

Personal development, behaviour and welfare require improvement

Staff do not always use information from assessment to promote each child's personal development to a consistently good standard. Nevertheless, children enjoy making independent choices in their play. They show interest in the play resources provided and seek their favourite toys to explore. Children are learning to behave well. They are helped by staff to share, take turns and to show care and respect towards others. Children begin to understand and follow instructions to keep themselves and others safe. Older children carefully walk up and down the indoor stairs, and all children learn to tidy away resources when finished playing. Children have lots of opportunities to play outdoors in the fresh air. They develop their physical skills as they run, skip and climb with confidence.

Outcomes for children require improvement

Gaps in young children's speech development are not closing quickly enough. They are not always well prepared for the next stage in their learning. Older children are developing the skills needed for school. They extend their literacy skills when reading books and practise their early writing skills. Older children confidently share their ideas and thoughts. They meet their own personal care needs as they put on coats and shoes to go outdoors.

Setting details

Unique reference number	EY453909
Local authority	Staffordshire
Inspection number	1066366
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	27
Number of children on roll	60
Name of registered person	Puddleducks Day Nurseries Partnership
Registered person unique reference number	RP532000
Date of previous inspection	7 May 2013
Telephone number	01543 424228

Puddleducks Day Nursery was re-registered under new ownership in 2012. The nursery employs seven members of childcare staff, including the manager. Of these, two staff hold appropriate early years qualifications at level 5, one holds a qualification at level 4 and three staff hold a qualification at level 3. The nursery opens Monday to Friday all year round, except for the bank holidays. Sessions are from 8am to 6pm. The nursery receives funded early education for two-, three- and four-year-old children.

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