

Puddleducks Childcare

106 High Street, YARM, Cleveland, TS15 9AU



Inspection date

10 April 2017

Previous inspection date

16 March 2015

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:

- Staff do not focus their planning, observation and assessment on the youngest children's communication, physical or personal, social and emotional development. This does not support them to form firm foundations for future learning.
- Staff do not complete the two-year progress check in line with the requirements of the early years foundation stage. Ongoing written assessments do not display an accurate picture of children's current stages of development.
- Leaders and managers do not robustly monitor the education programmes, children's progress or the quality of staff's practice. Methods for self-evaluation are not robust enough to identify areas for continual development. Leaders and managers do not gather or use feedback from staff, parents and children to drive improvements forward.

It has the following strengths

- Babies have developed special bonds with their key person. They demonstrate they feel safe and enjoy exploring their environment. Staff are very kind, caring and nurturing.
- Staff in the pre-school room help older children to develop the skills they need for starting school. Children begin to recognise their own name and can count objects confidently and accurately.
- Staff are good role models and teach children how to keep safe. Children have a good understanding of risks, indoors and outdoors. Their behaviour is very positive.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ develop systems for planning and observing the progress of the youngest children in their communication, physical and personal, social and emotional development 	10/07/2017
<ul style="list-style-type: none"> ■ complete a written summary of children's development in the prime areas when they are aged between two and three years and provide parents with a written copy of this 	08/05/2017
<ul style="list-style-type: none"> ■ develop ways to monitor the education programmes, children's progress and the impact of staff's practice on outcomes for children. 	10/11/2017

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

- enhance the self-evaluation process and gather feedback from staff, parents and children in order to identify clear areas for development and drive forward continual improvements.

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 to the children and staff throughout the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation, information about children's learning and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection, obtained written feedback and took account of their views.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders and managers have a poor understanding of the learning and development requirements. For example, the manager does not robustly monitor the impact of staff's teaching or the educational programmes. However, staff demonstrate natural teaching ability which helps children to make some progress towards their goals. The arrangements for recruitment and staff supervision reflect safe working procedures. Safeguarding is effective. Lead staff are confident to follow procedures if they have concerns about children's attendance and staff's practice. They ensure staff and apprentices have a clear understanding about what to do if they have concerns about children's welfare. Systems for self-evaluation are not used effectively to drive improvement.

Quality of teaching, learning and assessment requires improvement

Staff do not provide parents with a copy of their children's progress when they are aged between two and three years. In addition, ongoing assessments of children's learning are inaccurate and do not reflect their achievements in communication, physical and personal, social and emotional development. Planning is not effective and some observations are poor in quality. However, staff show skill in enhancing children's self-chosen play. For example, babies enjoy exploring cereals and sand in the sensory area. Staff help them to develop their physical skills and language and they model words and actions to them. Older children show delight in using the magnifying glass to look at the caterpillars and decorate pictures. Staff develop children's understanding of the world and they teach them about life cycles. Partnerships with other professionals, such as teachers, are positive. Staff share information about older children's learning with schools which helps to promote continuity.

Personal development, behaviour and welfare require improvement

The weaknesses in leadership, planning and assessment have an impact on the quality of support for children's personal development. However, children's safety and welfare are of high importance to staff. For example, children and babies enjoy daily walks in the fresh air. Staff continuously risk assess areas and teach children how to cross the road safely. Older children talk to each other about the different people and shops they pass on their walk to the pond. This helps them to learn about different ways of life in the world and develop respect for themselves and others. Children develop their self-confidence and show awareness of how to be healthy. Babies enjoy their social snacktime while older children develop independence and access fresh drinking water themselves.

Outcomes for children require improvement

Leaders and managers do not have a robust knowledge of children's progress due to the inaccuracy of assessments. However, children make some progress across the areas of learning and have skills that will help them in readiness for school. Children are keen to join in with new activities and develop good social skills.

Setting details

Unique reference number	EY461331
Local authority	Stockton on Tees
Inspection number	1095425
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 - 11
Total number of places	43
Number of children on roll	46
Name of registered person	Puddleducks 106 Ltd
Registered person unique reference number	RP532493
Date of previous inspection	16 March 2015
Telephone number	01642791895

Puddleducks Childcare was registered in 2013. The nursery employs 11 members of childcare staff, eight of whom hold relevant early years qualifications at level 2 and above. The owner holds a foundation degree in early years. The nursery opens from Monday to Friday, all year round, excluding bank holidays. Sessions are from 7.30am until 6pm. The nursery is in receipt of a range of funding. The nursery provides funded education places 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.

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