

Puddleducks Daycare Ltd

36 Swan Lane, EVESHAM, Worcestershire, WR11 4PA



Inspection date

Previous inspection date

14 August 2017

1 May 2014

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 make precise assessments of children's development to identify their next steps in learning. This includes fully completing the progress check for children aged between two and three years.
- Staff do not allocate children's key persons promptly, particularly when children transition between rooms. The planning does not consistently help to shape children's individual learning experiences and promote their progress as well as possible.
- The arrangements for staff's professional development do not help equip them with the skills they need to fulfil their teaching roles successfully.
- Managers do not monitor the quality of staff teaching, activities and children's progress carefully enough to help further improve the quality of the provision.

It has the following strengths

- Overall, the environment is welcoming and bright. Most children show an interest in the suitable range of activities on offer.
- Children have suitable opportunities to learn about their different cultures and religions. Staff find out about their family lives and value this. They promote tolerance and respect.
- Partnerships with parents are well established. A two-way flow of information is shared in different ways. This helps children benefit from some continuity, especially in their care and well-being.
- Managers and staff have a very clear understanding of safeguarding legislation and government guidance. This helps to protect children and safeguard their welfare.

What the setting needs to do to improve further

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

	Due Date
■ ensure staff make precise assessments of children's development, which must include fully completing the progress check for children aged between two and three years	06/11/2017
■ allocate key persons to all children more promptly and enhance the planning to shape children's individual learning experiences and promote their progress as well as possible	06/11/2017
■ extend staff's professional development to help equip them with the skills they need to fulfil all of their roles successfully, including teaching.	06/11/2017

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

- monitor the quality of teaching, activities provided and children's progress more carefully to help further improve.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the managers.
- The inspector spoke to staff and held a meeting with the management team.
- The inspector looked at relevant documentation and checked the evidence of the suitability of staff working in the nursery.
- The inspector spoke to children and parents during the inspection and took account of their views.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for the professional development of staff are not good enough. Managers have recently begun to observe and review staff's teaching practice. However, they do not focus as well as possible on improving the quality of teaching, assessment and planning within the nursery overall. Nevertheless, most staff are qualified. Managers supervise staff and they access some training, such as safeguarding and first aid. This has a positive impact on care practices. The arrangements for safeguarding are effective. Managers and staff implement a range of documents and policies effectively. Staff complete daily safety checks on all of the areas used. This helps to promote children's safety and welfare. Self-evaluation is developing and managers aspire to improve.

Quality of teaching, learning and assessment requires improvement

Staff are not consistent in undertaking precise assessments of children's learning. They do not entirely understand their responsibility to complete the progress check for children aged between two and three years. Staff do not extend children's learning as well as possible. For example, when planning, they do not fully consider the interests and development of individual children. Despite this, staff observe children and know them fairly well. The curriculum is generally broad. For example, babies like drawing and toddlers enjoy painting. Staff support them to experiment with different media to make marks. This helps to develop their creative skills. The nursery's special educational needs coordinator provides appropriate support to some children requiring it, in order to help them catch up, albeit slowly.

Personal development, behaviour and welfare require improvement

Weaknesses within teaching mean children are not highly motivated to learn. Staff do not allocate key persons promptly enough to promote continuity in children's learning and care. This specifically refers to times when children transition between rooms within the nursery. Nevertheless, children are generally happy and content. They develop relationships with staff, who support most children to settle in. They teach children about the importance of living a healthy lifestyle. This includes the benefits of eating well, exercise and good hygiene routines. Children learn to manage their care needs independently when they are ready. This helps to promote children's well-being.

Outcomes for children require improvement

Not all children benefit from the targeted support they need to reach their full potential due to gaps in assessment and planning. For example, sometimes children struggle to choose activities or become easily distracted. Overall, they do attain the skills they need to move on to school. Children follow the nursery routines and adhere to the behaviour expectations set. They play well with others and are beginning to communicate their wants and needs. Children of all ages enjoy singing activities in groups. They listen to staff and respond to instructions. Pre-school children are developing literacy and mathematical skills. They enjoy looking at books and can talk about the events in a story. They like playing board games. They competently count up to six and identify numbers.

Setting details

Unique reference number	EY385959
Local authority	Worcestershire
Inspection number	1102162
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	66
Number of children on roll	101
Name of registered person	Puddleducks Daycare Ltd
Registered person unique reference number	RP528651
Date of previous inspection	1 May 2014
Telephone number	01386 765446

Puddleducks Daycare Ltd registered in 2008. The nursery employs 18 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 2 or above. The nursery operates all year around. Sessions are available Monday to Friday from 8am until 6pm. The nursery provides funded early education for 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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

