

# Puddleduck Nursery School



Puddleduck Nursery School, Woodlands Park, Bedford Road, Clapham, Bedfordshire, MK41 6EJ

**Inspection date** 1 December 2017  
Previous inspection date 19 August 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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		Good	2
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 consistently make accurate assessments of children's starting points. On occasion, they cannot demonstrate that they are aware of what children's starting points are. This means they cannot reliably monitor the progress that children make.
- Sometimes, staff make inaccurate assessments of children's development. The next steps they identify are not consistently accurate, or well matched to children's individual stage of learning.
- The provider does not effectively evaluate the nursery practice. At times, progress for improvement is slow, and they do not swiftly identify and address areas of weakness.

### It has the following strengths

- Staff are kind, gentle and caring towards children. Children form close relationships with the staff who care for them. The effective key-person approach helps to ensure that staff meet children's care needs well.
- Young children benefit from sensory play. They explore ice, sand and mud. Children enjoy feeling the different textures as they touch, feel and squeeze the materials in their hands. This helps them to learn about the world around them.
- Staff build effective relationships with other professionals. For example, children visit the neighbouring school to help them become familiar with staff and prepare them for moving on in their learning.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ improve ways of observing and assessing children's learning, to clearly identify their starting points and development over time	31/01/2018
■ ensure that children's next steps in learning are relevant and suited to their individual age and stage of development, to support their progress.	31/01/2018

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

- improve evaluations of the nursery, to identify and swiftly tackle weaker areas of practice.

### 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 manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to children and a small number of parents during the inspection, and took account of their views.

### Inspector

Hayley Marshall-Gowen

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The provider, manager and staff all display an understanding of child protection issues. Staff complete relevant, regular training and are aware of the work of the Local Safeguarding Children Board. Arrangements for safeguarding children are effective. Staff work closely with parents. They share regular information, photographs and videos of children. Parents say they feel included in children's learning. The manager effectively supervises the work of staff. Although the manager completes some evaluations of the nursery, improvements are sometimes slow. For example, the outdoor area for babies does not mirror the good opportunities available for older children. Furthermore, the provider does not review new ways of working, which weakens staff practice.

### **Quality of teaching, learning and assessment requires improvement**

Staff sing with children. They model language and recognise if children's speech is slower to develop. Staff spend time talking with children and helping them to hear and use language as they play. However, staff are overly concerned with seeing children repeat aspects of learning, before determining they are making progress. Consequently, they do not swiftly move children forward. The next steps they generate using a computer programme do not consistently match children's abilities. Staff know the children they care for and recognise that, at times, their assessments are inaccurate. This undermines their confidence, so they do not feel secure to use their own knowledge to address this. Despite these weaknesses, children enjoy their activities at the nursery.

### **Personal development, behaviour and welfare are good**

Older children benefit from stimulating activities outdoors. They dress in waterproof suits and explore the garden in all weathers, helping to promote their good health. Children balance on tree stumps and tyres, testing out their physical skills and experiencing risk and challenge. They learn to care for local wildlife that live within the grounds of the nursery. For example, children enjoy feeding squirrels and pheasants, watching them intently through the window, fascinated by how they eat and move. Babies follow their own independent routines. They sleep when they are tired and eat nutritious meals.

### **Outcomes for children require improvement**

The weakness in observations and assessments and the lack of accurate starting points mean that it is not possible to determine how well children progress at the nursery. Despite this, pre-school children develop skills in readiness for starting school. The most able children learn about letter sounds and numbers as they increase in ability. Children know how old they are, and how old they will be on their next birthday. Older children talk about foods they like when skilfully making sandwiches for snack time. Babies appear to be content and they settle well at the nursery.

## Setting details

<b>Unique reference number</b>	EY346123
<b>Local authority</b>	Bedford Borough
<b>Inspection number</b>	1064953
<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>	51
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Rosedale Nursery Ltd
<b>Registered person unique reference number</b>	RP526266
<b>Date of previous inspection</b>	19 August 2013
<b>Telephone number</b>	01234 330957

Puddleduck Nursery School registered in 2007. It is situated in Clapham and is managed by Rosedale Nursery Ltd. The nursery employs 10 members of childcare staff, nine of whom hold appropriate early years qualifications at level 3 or above. The nursery opens 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.

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