

Puddleduck Nursery

St. Antony With St. Silas Community Centre, Mертtins Road, London, SE15 3EB



Inspection date	11 December 2017
Previous inspection date	24 February 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager evaluates the service well and gathers information from parents, children and staff to identify and address priorities for development. This helps her to make continual improvements.
- Staff provide exceptional support for children's emotional well-being. Key persons build very strong bonds with children, and work highly effectively with parents and family members. Most children settle extremely well and are able to successfully cope with future moves.
- Staff help children to develop good literacy skills. They support children to develop the small-hand muscles needed for later writing. For example, younger children thread ribbons through mesh. Older children enjoy and engage in frequent opportunities to make marks and write for different purposes.
- Staff receive regular and effective support to improve their teaching practice. They complete training that helps them to deeply consider the way children learn, before planning activities. This contributes to the good progress made by all children.
- Parents speak very highly of the service they receive. They value the relationships that staff build with children and the information that they share.

It is not yet outstanding because:

- Staff provide inconsistent opportunities for children to learn about and use technology.
- The manager monitors the learning of individual children well, but she has not developed effective systems to identify gaps in learning for different groups of children.

What the setting needs to do to improve further

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

- extend the opportunities available for children to learn about and use technology
- further develop the systems for monitoring different groups of children, so that potential gaps in learning can be even more rapidly closed.

Inspection activities

- The inspector reviewed information, including learning records for children, leadership action plans, documents relating to staff and systems for monitoring groups of children.
- The inspector assessed the quality of interactions between staff and children and the impact of these on children's learning.
- The inspector jointly observed and discussed an activity with the manager.
- Discussions were held with staff and children at appropriate times.
- The inspector sought the views of parents during the inspection.

Inspector

Kareen Anne Jacobs

Inspection findings

Effectiveness of the leadership and management is good

The leadership team regularly reviews the provision to sustain high standards. They make changes that support positive outcomes for children. For example, improvements to the block play area have encouraged more children to engage in activities that help to develop their good mathematical skills. Safeguarding is effective. Staff know how to identify potential safeguarding risks to children and how to correctly report concerns about their welfare. Staff maintain good links with the local schools that children attend, and work well with parents to help children quickly settle into new routines. The special educational needs coordinator uses her good knowledge of local referral procedures to access additional help for children at risk of falling behind in their learning.

Quality of teaching, learning and assessment is good

Staff provide frequent opportunities for children to think critically and work things out for themselves. For example, older children give instructions to each other and play cooperatively as they build bridges, steps and slopes. Staff regularly help children to link sounds to letters, such as supporting pre-school children to write letters and postcards to family members. Staff skilfully use spontaneous opportunities to extend children's learning. For example, initial discussions about patterns and shapes move on to music and dancing, as children notice the similarities between Christmas tree baubles and disco balls.

Personal development, behaviour and welfare are outstanding

Staff give a very high level of support to help children develop an exceptionally strong sense of themselves. For instance, they encourage children who speak other languages to share and talk about books they bring from home. Children demonstrate extremely positive behaviour towards each other, such as when older children eagerly ask to help settle their younger friends to sleep or rest. Staff carefully consider how to support children who become unsettled due to changes in their everyday routines. For example, they work very closely with parents to implement and share the use of transition books that help children become more emotionally secure as they start school. Staff give very high levels of praise and consistently acknowledge children's achievements and efforts. For example, younger children attempt to put their socks on independently.

Outcomes for children are good

Children develop good early literacy skills as they find their name card each morning. They recognise their similarities and differences as they learn about their friends' important celebrations and share foods from each other's homes. Younger children begin to recognise and respond to their physical needs as they seek out their key person to change their nappy. Older children use their mathematical skills well to count and work out how many more as they help to prepare for lunch. Children experience and learn about the changing weather. For example, they notice the falling snow and splash in rain puddles, wearing waterproof boots that they have put on themselves. Children are ready for their next stages in learning and for their move on to school.

Setting details

Unique reference number	EY428371
Local authority	Southwark
Inspection number	1069079
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	39
Number of children on roll	47
Name of registered person	Carol Marjorie Bromley
Registered person unique reference number	RP511791
Date of previous inspection	24 February 2014
Telephone number	02072528448

Puddleduck Nursery re-registered in 2011. The nursery is located in the Brenchley Gardens area of the London Borough of Southwark. The nursery is open from 8am to 6pm, Monday to Friday, all year round. It is in receipt of funding for the provision of free early education for children aged two, three and four years. A total of 10 staff work directly with the children, including the manager, who has Qualified Teacher Status. Seven staff hold qualifications at level 3.

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