

Puddleducks Day Nursery (Baldock) Limited

Butterfield House, Hitchin Street, Baldock, Hertfordshire, SG7 6AE



Inspection date

26 June 2018

Previous inspection date

2 September 2013

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

Summary of key findings for parents

This provision is good

- The key-person system is effective. Staff work closely with parents to ensure that children's care is fully tailored to their individual needs. Parents are aware of the importance of a key-person system and they know who their child's key person is.
- Self-evaluation is accurate and includes the views of others. Staff reflect on the feedback they receive and take specific action to improve. They support children to share their opinions on a regular basis as part of the well-received children's committee. This means children's views are positively included in the drive to improve.
- Children make effective progress. Staff use opportunities, such as the sound of the cars outside, to encourage young children's speech and language. In addition to this, they consistently introduce new words and language to extend children's growing vocabulary.
- Staff promote children's physical development. Children explore a stimulating range of resources in the outside area. They use their imaginations well to create their own detailed structures as they make space rockets with a wide range of resources.

It is not yet outstanding because:

- Children in the pre-school age group do not always receive the highest possible levels of challenge to engage them in sustained learning.
- On occasions, staff do not make full use of opportunities to teach children about their personal safety.

What the setting needs to do to improve further

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

- use information about what children know and can do to deliver further activities and experiences that provide additional challenge for children in the pre-school age group
- increase the opportunities for children to learn about their personal safety.

Inspection activities

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

Inspector

Jo Rowley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff are aware of their roles and responsibilities in reporting concerns. They demonstrate an effective understanding of the child protection procedures to follow if they have concerns about children's welfare. Thorough risk assessments and forward planning support the manager to consistently meet correct ratios. This ensures that staff deployment is effective to meet the needs of all children. A well-established programme of professional development helps staff to improve their knowledge, understanding and practice. This includes robust recruitment and induction procedures. Regular supervisory and appraisal meetings support staff effectively and help the manager to ensure their ongoing suitability. Partnerships with parents are strong and parents speak highly of the nursery team. Staff warmly welcome parents and extended families into the nursery and they encourage them to extend their children's learning at home. Staff communicate effectively with parents and other providers. This supports the sharing of children's progress and ensures that their transitions from home and on to school are effective.

Quality of teaching, learning and assessment is good

Staff regularly observe and assess children's learning and development. They identify children's next steps in learning and plan activities that interest them. Staff support children's learning. They listen sensitively to what children say and ask, and give children explanations that improve their learning. Staff encourage children to learn about their community. For example, children take part in activities, such as visiting the local residential home, and they learn about a wide range of festivals. Children initiate their own play. They enjoy activities, such as painting and planting which help them to develop their creative skills. In addition to this, babies and young children explore the very good opportunities outside with great interest and imagination.

Personal development, behaviour and welfare are good

Children's understanding of healthy lifestyle is promoted well. They eat a broad range of balanced and nutritious meals. Children's individual dietary requirements are consistently met. Staff support children to develop effective social skills and promote good opportunities for them to become independent learners. Staff promote children's personal, social and emotional development through consistent praise. Young children develop strong bonds and attachments with key staff and children. Staff implement the behaviour management policy appropriately. Older children are willing to support and guide younger children, which has a positive impact on their emotional well-being.

Outcomes for children are good

Children are making good progress given their starting points and capabilities. They develop interest and curiosity as they investigate a wide range of stimulating materials and activities. For example, young children explore the texture of real herbs as they pretend to make soup in the outside role-play area.

Setting details

Unique reference number	146487
Local authority	Hertfordshire
Inspection number	1139378
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	94
Number of children on roll	141
Name of registered person	Puddleducks Day Nursery (Baldock) Limited
Registered person unique reference number	RP908965
Date of previous inspection	2 September 2013
Telephone number	01462 490955

Puddleducks Day Nursery (Baldock) Limited registered in 1995. The nursery employs 24 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday, from 7.30am until 6.30pm, all year round. The nursery provides funded early education 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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