

# Puddleducks Childcare

106 High Street, YARM, Cleveland TS15 9AU



<b>Inspection date</b>	31 January 2019
Previous inspection date	12 October 2017

<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 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 is a provision that requires improvement

- The quality of teaching is inconsistent. Staff who work with the youngest children do not focus enough on developing their language, physical, personal, social and emotional skills. Children's progress is variable.
- The systems for gathering information about children's care needs, routines and preferences from the start are not robust. In addition, the manager has not ensured she has accurate information about children, such as their date of birth.
- Staff do not gather information from parents about what children can already do upon entry to the nursery and some staff's observations of children's activities are of poor quality. This has a negative impact on the quality of children's progress assessments at the start of their learning journey.
- The manager has failed to monitor and support staff to use new systems for recording information about children.

### It has the following strengths

- Children have developed secure bonds with their key people. Staff are kind, caring and nurturing towards babies and children. This has a positive impact on their emotional well-being and children's behaviour is very positive.
- Staff have a secure knowledge of the safeguarding policies and procedures, including the use of mobile phones, social media and photographs. They understand how to respond to concerns about children's welfare and know the procedure to follow for whistle blowing.
- The manager has developed effective partnerships with parents and other agencies involved with children who have areas of slower progress. She regularly gathers and shares information with them to promote continuity.

## What the setting needs to do to improve further

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

	Due date
improve the quality of teaching and ensure staff who work with the youngest children focus on developing their skills in the prime areas of learning to help them build secure foundations for future learning	30/04/2019
ensure all necessary information is gathered about children on entry to enable staff to tailor their care practice and have a clear understanding of children's needs, including children's date of birth	28/02/2019
improve the quality of children's progress assessments, ensure staff's observations are of high quality and use information from parents to contribute towards these assessments.	30/04/2019

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

- enhance ways to monitor and evaluate how staff use new systems used to record children's development, to ensure they are of good quality and meet requirements.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and out of the setting 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 policies, children's learning books and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Michelle Lorains

## Inspection findings

### Effectiveness of leadership and management requires improvement

The manager does not reflect and evaluate on how well staff record observations of children's learning on new online systems. In addition, she has failed to obtain information about children who attend, specifically their date of birth. The manager provides opportunities for staff to have individual supervision and develop some of their skills. Staff who work with babies have attended specific training for their role. They have enhanced some of the resources for young children to further develop their exploratory skills. Safeguarding is effective. The manager understands her role to protect children and ensures staff have a secure knowledge of how to keep children safe. Overall, the manager monitors the progress made by children and identifies any areas of potential delay. Staff gather parent's views and respond to their ideas for improvement. Parents are happy with the online group and feel more involved in their child's day.

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

Staff do not support babies and young children to build secure foundations for future learning. For example, activities and experiences focus strongly on developing literacy skills and their understanding of the world. Young children enjoy developing their physical skills as they walk to the library, however, staff miss opportunities to develop basic language skills appropriate to their stage of development. In contrast, older children are supported to develop the skills they need to start school. Boys thoroughly enjoy using shaving foam and paints to develop their early writing skills. Staff challenge children to think about mixing colours and write the letters from their name. Although staff complete observations of children's activities, some lack enough detail to contribute to the assessments of their progress. In addition, staff do not collect information from parents about children's current stage of development when they start.

### Personal development, behaviour and welfare require improvement

The manager does not have robust systems in place to help staff gather detailed information about children's care needs, preferences and home life. This means staff do not have an understanding of what children enjoy or dislike doing and cannot tailor their care practice to fully meet their individual needs. However, staff who care for the youngest children work hard to comfort them and help them to settle in. Staff who work with older children promote good manners and encourage them to be independent. Children have good social skills and show they can work together with minimal support. Staff provide daily opportunities for children to spend time outdoors. They regularly take children for walks and use the local facilities. This helps children to feel included in the community and learn about other people and places. Children's health is promoted. Staff encourage them to eat healthy meals and follow good hygiene routines.

### Outcomes for children require improvement

Children's progress is variable and inconsistent. Young children do not make enough progress in the prime areas of learning. However, they are keen to explore and willing to join in with new activities. Older children are prepared for starting school and have good levels of confidence and concentration. Overall, the majority of children make natural progress and are working in the stages typically expected for their age.

## Setting details

<b>Unique reference number</b>	EY461331
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10093652
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	48
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Puddleducks 106 Ltd
<b>Registered person unique reference number</b>	RP532493
<b>Date of previous inspection</b>	12 October 2017
<b>Telephone number</b>	01642791895

Puddleducks Childcare registered in 2013. The nursery employs nine members of childcare staff, of whom one holds an appropriate early years qualification at level 6, one at level 5 and four at level 3. The nursery opens from Monday to Friday, all year round, excluding bank holidays. Sessions run from 7.30am until 6pm. The nursery provides funded education places for two-, three- and four-year-old children.

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