

Puddleduck Day Nursery

22 Priory Crescent, Southsea, Hampshire PO4 8RL



Inspection date	20 May 2019
Previous inspection date	8 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Teaching in the baby room is particularly strong. Staff fully support children to engage in a wealth of sensory experiences. Babies giggle with delight as they explore the well-organised environment. Staff successfully model activities. Babies display agility as they repeat movements and carefully transport different resources.
- Staff educate children about important people that help in the local community, such as police officers and road crossing attendants. Children learn how to stay safe. They start to recognise hazards for themselves when they are out and about on local visits.
- Leaders are fully inclusive and they wholeheartedly welcome staff participation in the self-evaluation process. Staff contribute suggestions freely about how to raise the quality of the practice in the rooms they work in. Leaders talk to staff about the best way to implement change.
- All children, including those who are learning English as an additional language, make good levels of progress in their learning. Leaders target additional funding effectively to support good outcomes for children who need it most.
- When there is staff restructuring, leaders are slow to share information with some parents about who will be taking over the key-person role for their child. There is a very short break in the continuity of care.
- There are occasions when staff teaching in the pre-school room do not support children to express their feelings appropriately. Children get slightly frustrated.

What the setting needs to do to improve further

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

- improve systems for promptly sharing details of changes to children's key person with parents, in order to offer a consistent level of care
- provide plenty of opportunities for pre-school children to communicate their feelings in an effective way, to develop their social skills.

Inspection activities

- The inspector spoke to parents about the way in which staff share information about children's education.
- The inspector met with members of the leadership team to discuss how they recruit and vet staff and the procedures they follow to risk assess the setting.
- The inspector talked to staff at appropriate times about the children in their key groups and how they plan suitable activities to help children make progress.
- The inspector and a member of the leadership team evaluated an adult-led activity.
- The inspector accessed children's learning information, including observations and assessments.

Inspector

Julie Bruce

Inspection findings

Effectiveness of leadership and management is good

Leaders have a clear idea of the capabilities of individual staff. They provide staff with a broad array of training experiences to increase their skills and expertise. For instance, a number of staff are attending courses to strengthen their general knowledge of the early years. Staff share up-to-date ideas about how to teach young children. Colleagues use the information to improve their own practice. Safeguarding is effective. Leaders methodically record details of safeguarding concerns. They often seek advice from other agencies involved with children. They are quick to pass on safeguarding concerns to protect children. Leaders continually identify opportunities to improve safety. For example, they recently reviewed the way that staff and children use the stairs in the building. They made some changes to procedures to protect the welfare of children. In addition, they tightened security of the nursery to further minimise risk to children. Leaders implement effective systems to safely recruit and vet staff. They continue to review staff suitability throughout the time they work at the nursery.

Quality of teaching, learning and assessment is good

Leaders continually moderate assessments. They check that staff tracking always accurately reflects children's progress. Staff are continually nearby to monitor children's play. They identify resources to enrich children's learning experience. Staff support children to explore numerous pieces of technology. For example, staff show babies how to use responsive lights. Babies smooth their hands over the flat surface and they blink as they respond to the light. Staff introduce mathematics to children in a range of fun ways. For instance, staff encourage pre-school children to estimate how far different items will travel. Children compete with friends to win the game. Staff help to build up children's personal confidence, for example they excitedly celebrate with children when they complete games and puzzles.

Personal development, behaviour and welfare are good

Staff give children good guidance about the type of behaviour they expect to see at nursery. Children display good manners and they are generous towards their friends. Staff encourage children to fully engage in physical activities. They demonstrate how to complete dance moves. Children vigorously copy staff and they laugh loudly. Staff help children to develop their independence, for example they encourage pre-school children to put on their own coats. Staff speak gently to children and listen as children use their speech. Children talk about games they play at home and are quick to discuss family holidays. Staff are always kind to children. They enthusiastically welcome children and parents as they arrive at the setting. Parents are content to leave and children settle very quickly.

Outcomes for children are good

Children are skilled at using scissors. They proficiently cut dough into a range of different shapes. They recognise numbers in the environment. Pre-school children add and take away small amounts. All children are ready for the move to school. They complete many tasks that they are likely to take part in at school. For instance, many children write their names on pieces of artwork. Children talk about personal creative projects.

Setting details

Unique reference number	EY481404
Local authority	Portsmouth
Inspection number	10071839
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	40
Number of children on roll	73
Name of registered person	Duckpond Limited
Registered person unique reference number	RP908005
Date of previous inspection	8 September 2015
Telephone number	02392731466

Puddleduck Day Nursery re-registered in 2014 and is run by a private provider. The nursery is situated in Portsmouth. It is open each weekday from 7.30am to 6pm throughout the year. There are 14 members of staff. Of these, one holds a level 5 childcare qualification, four hold level 3 and four hold level 2. The nursery provides funded free early education for children aged two, three and four years.

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