

Puddleducks Kindercare LTD

8a Bourne Terrace, Wherstead, IPSWICH IP2 8NG



Inspection date

13 June 2019

Previous inspection date

16 February 2016

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

- The joint managers work together well to provide a holistic approach to managing the setting and delivering good practice. Their individual roles and duties draw upon their own unique skills and they are both passionate about continually developing the setting to grow. Parents speak highly of the management team and practitioners, who they describe as 'genuinely connected to the children, approachable, friendly, caring and professional'.
- Children have access to a large outdoor space where they are able to engage with features of the natural world. Very young children are able to explore challenges and to manage risks appropriate to their age and stage of development. For example, they use their increasingly adept physical skills to negotiate steps down into the garden.
- Everyday routines enable children to demonstrate their proficient self-care skills. Children in the 'big room' are able to manage tasks independently, such as putting on clothing for outdoor play. Children leave the setting with the skills needed in readiness for school.
- Transitions throughout the setting and on to school are effectively planned by the management team. Room passports provide children with relevant information about the next room they move on to. These booklets include details about what might be important to them, such as photographs of staff working in the room and the environment. This helps children to see what the new room is like from the start.
- Opportunities for practitioners and management to meet formally are organised, but infrequent. There is scope for the management team to develop further the current arrangements for supervision, in order to extend opportunities for practitioners to discuss and extend their practice through mutual support and ongoing mentoring.

What the setting needs to do to improve further

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

- enhance arrangements for supervision to provide practitioners with the opportunity for further mutual support and ongoing coaching.

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 spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the managers and also discussed reflective practice processes.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection.

Inspector

Amy Quinton

Inspection findings

Effectiveness of leadership and management is good

Members of the management team have ambitious expectations for the setting and have developed a series of action plans to drive forward even higher standards. They are reflective and use what they have learned in training to bring about effective changes in the practice and care of children. For example, the management team recently reviewed and amended the behaviour management policy. This has ensured a consistent approach across all three rooms. Monitoring of individual groups enables management to identify key areas where children are in need of additional support. They plan and implement strategies, for example those to strengthen learning opportunities in children's communication and language development. Safeguarding is effective and practitioners are alert to challenge any behaviour by others that may be a cause for concern. They understand how to report these to the appropriate agencies.

Quality of teaching, learning and assessment is good

The quality of teaching is consistently good across all three rooms. Practitioners role model mathematical language very well. They provide children with vocabulary, such as 'calculations', 'one more', 'sums', 'work out' and 'how many?', to further extend their understanding during adult-led activities. Children use a range of technology in their pretend garden centre. They converse with each other as they explain, 'I am just scanning this item'. Children enjoy using a play till to explore other features of the wider world. Practitioners' assessments are informed by their ongoing observations of what children can do. This enables them to plan suitability challenging activities that include subtle adaptation during group work, to target the needs of each child.

Personal development, behaviour and welfare are good

Practitioners promote positive behaviour. They intervene when children need support to manage age typical issues, such as sharing resources and space within the environment. Practitioners focus on managing disputes by praising children for their positive behaviour. This includes encouraging high fives with children when they help to tidy away. Children's achievements are valued. Practitioners take photos of their 'great work' to show parents or place in their personal learning records. Children's views are consistently sought. For example, staff take the time to find out whether they enjoyed or an activity, helping to embed positive attitudes. Children well-being is fostered and they are supported to become motivated learners.

Outcomes for children are good

Children spend large amounts of time absorbed in their activities and respond to the encouragement given by practitioners. Younger children show good skills in mathematics as they count up to six and label colours correctly. Through practitioner support, some children have begun to develop their fine manipulative skills. They learn to hold a pencil effectively, using 'snappy fingers' as a prompt to help show them how to position their fingers. This equips them with skills needed for the next stage in their learning. Children make good progress from their initial starting points.

Setting details

Unique reference number	EY470661
Local authority	Suffolk
Inspection number	10075599
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	54
Number of children on roll	54
Name of registered person	Puddleducks Kindercare Limited
Registered person unique reference number	RP531122
Date of previous inspection	16 February 2016
Telephone number	01473690240

Puddleducks Kindercare LTD has been established since 1990. It re-registered in 2014 when it became a limited company. The nursery employs 17 members of childcare staff, including the owner, who is also the manager. Of these, 16 hold appropriate early years qualifications at level 3 and above, including two with early years professional status. The owner has qualified teacher status. The nursery opens from Monday to Friday for 50 weeks of the year. It closes for two weeks at Christmas. Sessions are from 8am to 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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