

Inspection date	4 July 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- Children's safety is significantly compromised. The practitioner with lead responsibility for safeguarding has not provided all staff with adequate training to ensure they understand all of the indicators of potential harm to children, such as preventing children from being exposed to extreme behaviours and views.
- Leaders do not have adequate arrangements in place for the induction and ongoing supervision of staff. For example, not all staff have up-to-date knowledge of safeguarding issues, to ensure they are clear about their roles and responsibilities to safeguard children.
- Leaders do not consistently deploy staff effectively or ensure the required staff ratios are maintained at all times. This impacts on children's safety, in particular while other staff take older children to school.
- Leaders do not ensure staff follow effective hygiene procedures to help minimise cross-infection at all times. For example, staff do not always help children understand how to keep themselves and others safe, such as at snack time. This impacts on children's health and well-being.
- The organisation of routines is not always effective, in particular when children are sleeping. This impacts on children's behaviour and emotional well-being. During this time, staff struggle to manage children's behaviour and on occasions do not respond to individual incidents appropriately.
- Key persons do not consistently share information on children's development with other staff working with their children, to help maximise children's learning at every opportunity.
- The systems for self-evaluation are not sufficiently robust to ensure improvement is consistently sustained.

It has the following strengths

- Staff exchange information with staff at others settings children also attend, which helps to ensure continuity in children's learning.

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
ensure the practitioner with lead responsibility for safeguarding has a clear understanding of their role to provide support, advice and guidance to staff on safeguarding issues, including any signs that children are at risk of being drawn into radicalisation	25/07/2019
improve induction and supervision arrangements to ensure all staff have a robust awareness and understanding of all safeguarding policies and procedures	25/07/2019
ensure staff are consistently deployed effectively and ratios are maintained at all times	25/07/2019
build on staff awareness of hygiene practices to ensure they consistently minimise cross-infection and help children understand how to keep themselves and others safe	25/07/2019
ensure staff follow the nursery policies and procedures and manage children's behaviour appropriately at all times.	25/07/2019

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

- improve the organisation of routines, in particular when children are sleeping
- strengthen strategies to ensure key persons consistently share information on children's development with other staff working with their children, to maximise children's learning at every opportunity
- make more effective use of self-evaluation to address areas of weakness swiftly and with more accuracy, to improve outcomes for children.

Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector held discussions with the provider, manager, children and staff at appropriate times during the inspection.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

Inspector
Jane Franks

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The procedures for induction and ongoing supervision of staff are not good enough to ensure all staff are clear about their roles and responsibilities to safeguard children. The lead practitioner for safeguarding does not ensure all staff have an up-to-date knowledge of current safeguarding procedures, such as how to assess and address risks of children being drawn into radicalisation. Leaders do not ensure they maintain staff ratios and deploy staff successfully at all times. For example, on the day of the inspection, only two staff were present at the nursery while other staff took older children to school. This impacts on children's safety should an incident or accident occur, in particular when staff are supervising children and other children are arriving at the nursery with their parents. Furthermore, on this occasion and at other times during the day, leaders failed to meet the required ratios to ensure there were sufficient staff with the required qualifications caring for children at all times. Leaders do not ensure staff consistently promote good hygiene procedures to help prevent cross-infection. For example, on the day of the inspection, staff gave children permission to use their fingers to access further food from the main serving bowls. This means that children's health is compromised. Although leaders are not accurately evaluating the nursery to support consistently good outcomes, there have been some positive improvements to the provision. For example, staff have enhanced the environment and learning experiences for children outdoors, to help support children's curiosity, coordination and physical skills. Leaders review any complaints made and address all concerns raised.

Quality of teaching, learning and assessment is good

Leaders accurately monitor children's progress and ensure gaps in learning are addressed and closed swiftly. They liaise effectively with professionals to support children with special educational needs and/or disabilities and consider children's needs to decide how funding should be used. Overall, all staff know children well. They make accurate assessments of children's development and take into account children's interests when planning activities. However, while there are strategies in place to share information on children's development with other staff, these are not fully embedded, such as when staff are on leave. Nevertheless, all children make good progress from their starting points. Parents state that they are happy with the progress their children make and value the support they receive from the nursery. Staff help children to develop their communication and language skills well. For example, following recent training, they now engage children in different ways to support their learning needs. Older children are confident to speak out in groups, answer questions and have their own ideas and opinions. Younger children enjoy looking at books with their friends. Staff use opportunities such as these to model words and build on their developing vocabulary.

Personal development, behaviour and welfare are inadequate

The significant weakness in safeguarding arrangements mean that children's welfare cannot be assured. The organisation of routines is not always effective. For example, while staff clear up after lunch and prepare children for their sleep, children become overly boisterous and staff struggle to manage their behaviour. Furthermore, staff at this

time do not always manage children's behaviour appropriately and do not follow the nursery procedures adequately when dealing with individual incidents. In contrast, when staff engage in play with children at other times of the day, children behave well and show kindness and consideration to their friends. For example, children enjoy team games, painting activities and actively share resources. Staff celebrate children's languages, backgrounds and cultures. This helps children to respect the views of others and to learn about the wider world.

Outcomes for children are good

Children are learning to write their name and develop good early literacy skills. They are confident and express themselves well. For example, they explain to visitors that some children bring in lunch boxes and some children have hot meals. Children express their excitement in going to school in September. They gain the skills needed for the next stage in their learning.

Setting details

Unique reference number	EY557933
Local authority	Hampshire
Inspection number	10113938
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 11
Total number of places	45
Number of children on roll	61
Name of registered person	Puddleducks of Liss Limited
Registered person unique reference number	RP902548
Date of previous inspection	Not applicable
Telephone number	01730 893472

Puddleducks of Liss Ltd registered in 2018. It is situated in Liss, a small village in Hampshire. The nursery is open Monday to Friday between 7.45am and 6pm, all year round. There are 13 members of staff working with the children, six of whom have relevant qualifications at level 3 or above. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

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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