

Inspection of Puddleducks Of Liss Ltd

71 Station Road, Liss, Hampshire GU33 7AD

Inspection date: 18 December 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children feel very welcomed, safe and happy in this stimulating nursery where staff create a homely atmosphere. The friendly staff provide children with exciting outings, taking them out in the nursery minibus to enrich their learning experiences. For example, a small group of children and staff go swimming regularly and enjoy trips to the library to extend their knowledge and skills. They recently went on a farm visit to see the donkeys to help children understand and talk about the story of Christmas. This helps children develop a good understanding of the wider world.

Children are motivated to learn and engage in a wide range of activities that help them to achieve. For instance, staff encourage the youngest children to explore oats with small cups to help develop the small muscles in their fingers. Older children enjoy cutting out Christmas decoration shapes using scissors with skill. Staff support children well to make choices from the range of play resources to test out their ideas and be imaginative. For example, children build with the large blocks and talk about what they have made. Children's behaviour is good. Staff are positive role models and provide children with clear explanations of expectations. For example, they use a tambourine to gain children's listening and attention when the routine changes. Staff use photographic pictures at children's height and on their lanyards to remind them of the rules such as 'kind hands'. Older children are encouraged to be respectful of the younger children's play.

What does the early years setting do well and what does it need to do better?

- Children of all ages enjoy plenty of fresh air and physical exercise. The excellent 'woodland waddles' children engage in each week are reaping benefits for them. Children have fun in the woods learning about nature and take managed risks supervised well by the staff. Older children negotiate space well as they ride tricycles and show good coordination and skill as they walk and balance on a plank after making a structure with a friend.
- Children benefit from an effective key-person system. Staff know children well and support them to settle quickly on arrival. Staff make regular assessments of children's progress and plan for what each child needs to learn next. Children are happy and settled, demonstrate good levels of emotional well-being and make good progress.
- Staff embed mathematics throughout the nursery. For instance, they support older children to problem-solve with numbers, counting on from a given number, and to recognise shapes such as hexagons.
- Children of all ages develop a love of stories and books. Two-year-olds enjoy being in the cosy book den talking about their favourite books, such as 'The Gruffalo'. Staff ask children questions that challenge their thinking skills. Children

learn new vocabulary, such as 'harp', when they become interested in traditional stories such as 'Jack and the Beanstalk'. Staff help children see online what a real harp looks and sounds like, developing their knowledge and skills.

- Since the last inspection, the provider and manager have fully reflected upon, and evaluated, the quality of the provision. They have successfully addressed the safeguarding weaknesses identified and are proactive in identifying areas for improvement. For example, they noted that some children were not progressing as swiftly as possible in some areas. As a result, they introduced 'woodland waddles' and more natural resources to encourage children's curiosity, sensory and exploratory play.
- The manager provides staff with professional development opportunities to benefit the children. She carries out regular staff supervision and offers coaching and support as necessary. However, the manager recognises the peer observations lack depth and specific points for staff to improve their teaching skills to an outstanding level.
- The special educational needs coordinator liaises with parents, key persons and other professionals effectively for those children who need extra support. She uses the information to create individual plans to help close any gaps and to promote children's progress.
- Parents are full of praise for the manager and staff. They feel well informed about their children's daily care and education through the effective communication that takes place, both verbally and online. However, the manager recognises there is room to improve how they can help parents support their children's learning at home to provide a consistent approach.

Safeguarding

The arrangements for safeguarding are effective.

The provider and manager have focused heavily on staff training recently to ensure that the designated leads for safeguarding and the rest of their staff demonstrate a confident knowledge and understanding of policy and practice. Staff know what to do if they have any child protection concerns, or if an allegation is made against staff or the management team. They have a complete understanding of wider safeguarding issues, such as protecting girls from female genital mutilation. Staff know where to find the contact details should they need to make a referral. The manager uses robust recruitment and induction procedures to ensure staff are suitable to work with children. She checks staff's ongoing suitability on a regular basis, including persons living on the premises.

What does the setting need to do to improve?

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

- make better use of the observations staff make on each other to ensure

teaching improves to the highest level

- extend the partnerships with parents to enable them to consistently support children's learning at home.

Setting details

Unique reference number	EY557933
Local authority	Hampshire
Inspection number	10115562
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 to 11
Total number of places	45
Number of children on roll	42
Name of registered person	Puddleducks of Liss Limited
Registered person unique reference number	RP902548
Telephone number	01730 893472
Date of previous inspection	4 July 2019

Information about this early years setting

Puddleducks of Liss Ltd registered in 2018. It is situated in Liss, a small village in Hampshire. The nursery is open Monday to Friday from 7.45am to 6pm, all year round. There are 16 members of staff working with the children, 13 of whom have relevant qualifications at level 2, 3 or 5. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Lorraine Wardlaw

Inspection activities

- The inspector conducted a learning walk with the provider to discuss how the early years provision is organised, including the aims and rationale for the curriculum.
- The inspector conducted a joint observation with the manager and evaluated the quality of teaching.
- A leadership and management discussion was held with the provider and manager. The inspector sampled relevant documentation.
- The inspector had a discussion with a parent and sampled written feedback to gain parents' views of the setting.
- Observations were made of the children playing and learning. The inspector spoke to children and staff.

We carried out this inspection 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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