

Inspection of Puddleducks Childcare

106 High Street, YARM, Cleveland TS15 9AU

Inspection date: 9 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Staff provide many interesting resources and materials for children to explore using all of their senses. For instance, children search for objects beneath a deep layer of sawdust. They choose items to hide in the tray. Children demonstrate their enjoyment and confidence through their broad smiles. Young children show that they feel safe as they approach staff to share toys. They gesture to guide staff to what they want to do. Babies delight in holding puppets while staff sing to them. Children spontaneously recite favourite nursery rhymes and celebrate with a round of applause at the end. Children of all ages enjoy making marks using a wide range of media, including foam, sand, flour and crayons. These experiences help children to practise their early communication and literacy skills. However, during child-led activities, staff occasionally miss opportunities to offer greater challenge in children's learning. Managers do not clearly identify how to target further improvements to staff's good teaching skills.

Overall, staff have high expectations and set simple boundaries for children. For example, children use good manners, saying 'please' and 'thank you' frequently. However, sometimes, children become distracted while waiting, such as at mealtimes or when preparing for a walk. Nevertheless, children generally behave well and are motivated to learn.

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

- The provider, manager and staff team have worked hard since the previous inspection to address weaknesses in the provision. For example, supervision and support for staff have been developed. Staff say that they feel their well-being is now prioritised. They work well as a team. Mandatory training needs are rigorously addressed. The managers involve staff in reflecting on the quality of the provision. They identify and make some changes, such as introducing new systems for observation, which leads to more accurate assessments. However, the management team is not as strongly focused on how to build on improvements to the quality of teaching and learning.
- Staff work effectively with parents to support continuity in children's learning and development. They provide books for parents to share with children at home. The manager plans to develop more home-learning resources. Parents are positive about their children's care and the flexibility and friendliness of the staff. The two-way exchange of information with parents, and also with other settings children attend, helps to promote good outcomes for all children.
- Outings into the community help children to understand more about the wider world. For example, staff take children to meet older people in care homes. They take children to visit shops, libraries and waterways, and to parks where they can run around. This helps to develop children's social skills and provides them

with fresh air and exercise. Children also benefit from visits from community members, such as police officers and dental workers.

- Children are curious to explore everyday objects, such as kitchen utensils and resources made from natural materials, including wood. Staff ensure that they provide a range of experiences across the areas of learning. They encourage children to take the lead in their play. However, occasionally, staff do not maximise opportunities to extend children's learning. For instance, they do not consistently focus precisely on children's individual language development needs during children's chosen activities.
- Children acquire basic skills in preparation for their future learning and the eventual move on to school. They serve portions of food at mealtimes, help to put on their coats and shoes, and wash their own hands. However, during some routines, children are not consistently fully engaged and involved with appropriate tasks. On occasions, staff miss opportunities to fully promote children's independence.
- Staff are positive role models. They offer plenty of praise and encouragement to children. Staff celebrate children's specific achievements and support them to have a go at tasks, such as forming shapes and letters in shaving foam. They read stories to children using different tones and generally ask questions, allowing children time to think and answer. Children practise counting during their play, which helps to build their early mathematical skills.

Safeguarding

The arrangements for safeguarding are effective.

The provider, manager and staff work together to minimise any potential hazards to children. All outings are risk assessed to support children's welfare. For example, children wear high-visibility vests when they go out into the community. They know how to keep themselves safe by following simple rules. For example, children know to hold the handrails as they go down steps and hold hands with an adult or older child when walking. Children are supervised closely at all times. All staff complete regular safeguarding and paediatric first-aid training. They know the signs of possible abuse and how to report any concerns to the appropriate authorities.

What does the setting need to do to improve?

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

- enrich the planning for child-led activities so that children have more opportunities to make the best possible progress
- target the continuous improvement programme to help raise the standards of teaching and learning further, particularly in developing children's communication and language skills
- review how routines are used, in order to promote children's independence skills

and engagement more effectively.

Setting details

Unique reference number	EY461331
Local authority	Stockton-on-Tees
Inspection number	10094804
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 10
Total number of places	48
Number of children on roll	58
Name of registered person	Puddleducks 106 Ltd
Registered person unique reference number	RP532493
Telephone number	01642791895
Date of previous inspection	31 January 2019

Information about this early years setting

Puddleducks Childcare registered in 2013 and is located in Yarm, Cleveland. The nursery employs nine members of childcare staff. Of these, one holds an early years qualification at level 5, one holds a qualification at level 4, and four hold qualifications at level 3. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three-year-old children.

Information about this inspection

Inspector

Cathryn Clarricoates

Inspection activities

- The provider and manager explained how different areas of the premises are used for learning.
- The inspector spoke to children and staff at appropriate times throughout the inspection. She took account of the views of parents spoken to on the day.
- The manager and the inspector carried out and discussed a joint observation of a group activity.
- The inspector observed teaching activities in the playrooms and assessed the impact of these on children's learning.
- The inspector met with the management team to review documentation, including evidence of staff's suitability and qualifications, and the nursery's self-evaluation.

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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