

Inspection of Puddleducks Childcare

106 High Street, YARM, Cleveland TS15 9AU

Inspection date: 9 December 2021

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

What is it like to attend this early years setting?

The provision is inadequate

The standards of care, learning and safety at the nursery are poor and have a significant impact on children's development and well-being. The manager has failed to ensure all staff and students have sufficient understanding of the safeguarding and welfare requirements, specifically in regard to procedures for the storage of mobile phones, transporting children in vehicles and knowledge of potential signs of abuse. This has a significant impact on children's safety. Staff do not promote children's good health. This is because they do not safely store children's personal food, drink and comfort items. This increases the likelihood of cross-contamination and puts children at risk of having an allergic reaction if they have food intolerances.

Some staff have low expectations for children and their teaching does not provide effective levels of support and challenge. The curriculum for children is weak and does not offer opportunities for them to make good progress across all areas of their learning or build secure foundations for the future. Staff do not complete or use accurate assessments to identify delay in some children's learning. This means gaps increase and children are at risk of being left behind before they start school. Overall, children are happy to come into the nursery and show confidence around staff. Despite this, some children remain upset as they do not have a key person and some staff are unsure of how to meet their individual care needs.

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

- Children's safety and welfare is compromised. There are several breaches of the safeguarding and welfare requirements which have led to enforcement action. For example, the provider has failed to ensure that all staff who transport children in vehicles are adequately insured and suitably qualified. Some staff have a poor understanding of safeguarding issues and are unable to identify signs of potential abuse. Furthermore, the procedures for the storage of staff's and student's mobile phones are ineffective.
- The manager, who is also the provider, has failed to obtain vital information from parents and/or carers about children's individual needs. She does not provide all children with an identified key person to enable them to create a unique bond with. Some babies who are newer to the setting remain upset for extended periods of time, and are unable to feel settled and secure. In contrast, some babies who have attended for a longer period of time have close bonds with staff and cuddle in close.
- Staff do not consistently promote children's good health, and the standards of hygiene in the nursery are inadequate. For instance, staff leave bottles containing formula milk unattended and other children drink from them. This poses a serious risk to children's health and does not minimise cross-infection.

Staff do not wash babies' dummies after they have been on the floor before allowing them to put them back in their mouths. In contrast to this, older children wash their hands before lunch and use clean cups to independently access fresh drinking water.

- The manager does not have sufficient knowledge of the learning and development requirements. This has an impact on her ability to guide children's development and support staff to develop high standards of education for children. For example, she has failed to identify weaknesses in staff's teaching and does not have a clear vision for the curriculum.
- Overall, children's behaviour is positive, and staff use words of praise to help them understand the things they have done well. Children begin to develop self-confidence and social skills. Recent improvements made to the resources on offer inside the setting have enabled children to make independent choices about their play.
- Children do not have access to a broad and balanced curriculum. For example, some staff who work with young children do not provide activities which help them develop in the prime areas of learning, such as their communication and language. Toddlers run around and climb. However, staff do not extend this to provide opportunities for physical development. Staff who work with older children plan confusing activities, which do not match their individual learning needs. For instance, children are given a rectangular piece of paper to stick green paper onto to create their earth, however, most children do not know what the earth is.
- Staff have access to a range of professional development opportunities and online training courses. However, they do not use these effectively to develop their teaching skills or knowledge of child development. For instance, some staff complete progress checks when children are aged between two and three years but have failed to make accurate assessments of their development. This means children who have delay do not have targeted programmes for their development and gaps increase in their learning.

Safeguarding

The arrangements for safeguarding are not effective.

Due to the significant weaknesses in safeguarding, children's safety is compromised. The manager has failed to ensure that staff and students have sufficient knowledge of the setting's child protection policies and procedures. For instance, some staff are unable to identify signs of potential abuse, including those associated with county lines and neglect. Some staff who collect children from school do not have a current paediatric first-aid certificate or adequate vehicle insurance. This has a significant impact on children's safety. Furthermore, the manager has not ensured the procedures for the storage of mobile phones are effective and some personal mobile telephones are present in playrooms with children.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that every person who has sole care of children for any period of time, including transporting children, holds a current paediatric first-aid certificate	17/12/2021
ensure that all staff members who transport children in vehicles are adequately insured	17/12/2021
provide every child with an identified key person who can ensure that their individual needs are met	17/12/2021
ensure that information about children's dietary needs is gathered from parents before a child is admitted to the setting, specifically in regard to babies' feeding times	17/12/2021
ensure children's good health and hygiene is maintained, this relates specifically to the storage of babies' bottles and to ensure no child consumes food or drink which is not their own	17/12/2021
ensure all staff and students adhere to the setting's mobile phone policy, with specific regard to the safe storage of staff's personal mobile phones	17/12/2021
ensure that all staff have up-to-date knowledge of safeguarding procedures, so they are competent to identify, record and report concerns about children's safety and well-being.	17/12/2021

To meet the requirements of the early years foundation stage, the provider must:

	Due date

improve the quality of education for children who attend and develop a curriculum which is sequenced, broad and appropriate for all children	01/02/2022
develop staff's understanding of children's typical stages of development, so they understand how to plan activities which meet children's individual learning needs and help them to make good progress	01/02/2022
complete accurate assessments of children's progress when they are aged between two and three years, in order to identify gaps in their learning and develop targeted plans with parents and other professionals	01/02/2022
improve your own understanding of the learning and development requirements to guide the development of children, raise the standards of teaching and lead staff effectively.	01/01/2022

Setting details

Unique reference number	EY461331
Local authority	Stockton-on-Tees
Inspection number	10216446
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 at time of inspection	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	9 January 2020

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

Michelle Lorains

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held a discussion with the manager, who is also the provider, in relation to the leadership and management of the nursery. She looked at relevant documentation, such as evidence of recruitment, staff's qualifications and their suitability to work with children. She discussed children's learning and development with the staff team and the nursery manager.
- A joint observation was completed by the inspector and manager.
- The inspector spoke to parents and obtained feedback for the inspection.

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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