

Inspection of Puddleduck Nursery

St. Antony With St. Silas Community Centre, Merttins Road, LONDON SE15 3EB

Inspection date:

24 March 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and keen to attend this welcoming nursery. Children who need support to separate from their parents receive warm attention and cuddles from staff. Children form close bonds with each other and staff. They notice the absence of special friends. Children receive support from staff to help them cope with changes in their lives. Their emotional well-being is considered well.

Children develop the hand control that they need for future writing. For example, they use tweezers to pick up small stones. Older children create detailed artwork and show focus as they complete puzzles. Children balance on beams and shout with delight as they clamber up steps and slide down. Children enjoy role play. They choose and buy flowers at the 'garden centre' shop. They confidently approach unfamiliar adults to offer flowers. Children enjoy activities at home, that are remotely delivered by staff when the nursery is closed. Children experience technology during music and movement sessions, which staff share with their parents. They begin to understand how things work, for example, as staff take photos of their creations. Children show that they are proud of their achievements and staff acknowledge what they do.

Some children do not receive effective teaching support from staff. This hinders them from fully achieving the progress that they are capable of. Despite this, children engage with and enjoy activities, overall. They have opportunities to practise important skills.

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

- Leaders and staff regularly share their accurate assessments of children's learning with parents. Staff identify strengths and possible gaps in children's learning at an early stage. The special educational needs coordinator involves parents and other professionals when gaps in learning persist.
- Staff understand how to sequence learning opportunities. For example, children recognise and choose their name on cards as they arrive and match these to their coat pegs. They begin to hold pens with increasing control and go on to confidently write their names on artwork.
- Staff help children to practise their physical skills. Children develop their small hand muscles, such as when they manipulate dough. Children skilfully manoeuvre bicycles and hold on tight to spinners as their bodies turn. They enjoy regular dance sessions with an external tutor.
- Children behave well. They express their feelings in positive ways, including when they miss their friends. Children understand the expectations of staff and respond well to instructions. They are eager to help with tasks, such as helping to prepare tables for lunch.

- Staff plan activities that help children to use their imaginations well. They select and carry gardening tools and flowers. Children count pennies as they shop at the pretend garden centre. They dress up in fancy shoes and ball gowns and offer flowers to their friends.
- Children proudly show off and describe their accurate drawings of flowers. They show deep concentration as they complete complex puzzles. Children respond to encouragement from staff to persist at tasks. They confidently speak with unfamiliar adults as they play and show their positive social skills.
- Children have fun during their time at nursery. However, the learning needs of some children are not fully considered. Staff do not plan and implement the curriculum sufficiently well for those children who need support to interact with others or engage with learning opportunities. Activities lack challenge for the most-able children.
- Leaders understand the impact that the COVID-19 pandemic and family changes may have on children's development. Staff provide children with high levels of warmth, reassurance, and care. Leaders share their curriculum approach with staff. However, support for staff does not focus enough on building effective teaching skills.
- Staff help children to acknowledge some well-known faiths and celebrations, such as Diwali and Chinese New Year. They speak with children about the important people and events in children's lives. Some children have fewer opportunities to recognise, value and share their languages, traditions, and backgrounds.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff update their safeguarding knowledge. They are confident to recognise possible risks to children's welfare, such as exposure to extreme views, unsafe technology, domestic abuse or exploitation. Leaders and staff know how to respond if they are concerned a child is at risk of abuse or harm, including the unsuitable behaviour of a colleague. Leaders and staff know when to involve relevant agencies to keep children and their families safe. Leaders follow safer recruitment guidance and check the ongoing suitability of staff. Staff maintain accurate attendance records for children. They implement procedures to maintain children's good health at mealtimes and discuss the importance of dental health routines with children.

What does the setting need to do to improve?

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

	Due date
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improve the curriculum to ensure that activities take account of children's individual learning needs and are sufficiently challenging for all children.	26/05/2022
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To further improve the quality of the early years provision, the provider should:

- enhance support for staff teaching skills, so that staff provide more consistent support to help children engage with and extend their learning
- expand opportunities for children to recognise, value and share their languages, traditions and backgrounds.

Setting details

Unique reference number	EY428371
Local authority	Southwark
Inspection number	10229779
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	39
Number of children on roll	30
Name of registered person	Bromley, Carol Marjorie
Registered person unique reference number	RP511791
Telephone number	02072528448
Date of previous inspection	11 December 2017

Information about this early years setting

Puddleduck Nursery re-registered in 2011. The nursery is located in the Brenchley Gardens area of the London Borough of Southwark. The nursery is open all year round from 8am to 6pm, Monday to Thursday, and 8am to 4pm on Friday. It is in receipt of funding for the provision of free early education for children aged two, three and four years. A total of five staff work directly with the children, including the provider, who has qualified teacher status. Three staff, including the manager, hold qualifications at level 3 and one has a qualification at level 2. The nursery also employs a chef.

Information about this inspection

Inspector

Kareen Jacobs

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the nursery.
- The provider showed the inspector around the nursery and explained how staff support children's learning and development.
- The inspector observed the quality of interactions between staff and children, and assessed the impact of these on children's learning.
- The provider and manager met with the inspector. Discussions included arrangements for the recruitment and support of staff, and safeguarding.
- The inspector reviewed documents. These included evidence of the suitability of staff, children's records, and evidence of staff professional development.
- The inspector spoke with staff and children at appropriate times and sought the views of parents during 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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