

# Inspection of Puddleduck Preschool & Day Nursery Ascot

Ascot Priory, Priory Road, Ascot, Berkshire SL5 8RT

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Inspection date: 4 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children are confident. Their learning is enhanced with a language-rich environment, both indoors and out. A peer buddy system helps the youngest children work closely with the eldest children. For example, when the youngest children struggle to catch a ball, older children help them. Children's behaviour is exemplary; they understand why rules are in place. For example, when staff shake a tambourine, children stop, stand still and listen. Children hold thoughtful conversations with friends and staff. As a result, children gain in-depth vocabulary and knowledge at an early stage. For instance, children talk about their mummies having babies and that, until their tummy is bigger, they will not know if it is a boy or a girl.

Children learn about how to keep themselves and others safe. For example, they talk about not going near the stinging nettles on a nature walk. Children demonstrate a positive attitude towards learning and have a 'can-do' attitude. In the garden, they attempt an obstacle course. At first, the children struggle with hurdles; on the third attempt, they celebrate with pride when they are successful. The eldest children demonstrate a good knowledge of letters and the sounds they represent. For instance, some children recognise the initial sounds of words as they sound out the word 'dog'. Consequently, older children develop the skills they need for their next stage of learning, including in readiness for school.

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

- Leaders develop a clear curriculum that builds on what children know and can do. However, this is not consistent for all children and leads to some learning being limited. For example, during a group time, children begin to remove their shoes and talk. Staff continue the story without acknowledging the activity is not supporting all children's learning.
- Professional development for staff is given high priority. They also receive appraisals and professional discussions. Although, the quality of teaching is variable and leaders monitoring of staff practice is not fully effective. As a result, interactions with children are not always of high quality, or contribute well to delivering the curriculum intent.
- A focus on child peer support between the youngest and eldest children promotes positive relationships, speaking and listening. Consequently, children grow in confidence and display a secure 'can-do' attitude. They work together with shared goals and outcomes.
- Children's behaviour is exemplary and worthy of sharing. They understand their own feelings and can share these with their friends, who will support them to reach their goal. They understand rules and can explain them to others. Children are able to self-regulate and problem-solve together in their role play. For

instance, when they all need the same items, they discuss between themselves how they can all take turns.

- Parents say they are very pleased with the setting and have strong relationships with the staff. They feel that children develop deep friendships, which helps children to settle well and grow in confidence. Parents report the setting is supportive of families individual needs, with parents receiving advice on strategies for their children's emotional needs. Parents explain the setting's communication is effective and they always get updated on their child's day.
- Outdoor learning is a big part of the setting, with children visiting forest school, going on nature walks within the grounds and partaking in activities on the lawn. Children's knowledge of the world is strong. They talk to friends and staff about the types of flowers, animals and trees they see while walking. Additionally, their physical development is secure, with children being able to walk around the grounds for a significant time.
- A strong curriculum supports those children moving to school. Effective partnership working with schools and visits from teachers, supports the children in their transition. The curriculum builds on children's individual developmental needs. As a result, children have the skills and knowledge for their next stage in their learning. Some children learn to sound out whole words and others focus on independence skills, for example dressing themselves and using their own cutlery, to develop the skills they need.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have completed relevant safeguarding training. They demonstrate a good knowledge of the signs and symptoms that a child may be at risk of harm. They understand what to do if they have a concern about a child's well-being. Staff are also aware of what to do if they have a concern about a colleague's conduct. Risk assessments are robust and staff know how to keep children safe on outings and at forest school. Staff record all accidents and they have received first-aid training and know how to respond effectively in the case of an accident or emergency.

## What does the setting need to do to improve?

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

- further improve the curriculum for all children to ensure they benefit from meaningful learning across all seven areas of learning
- continue to develop the systems for the monitoring of staff practice so that their knowledge builds over time and teaching improves.

## Setting details

<b>Unique reference number</b>	2542003
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10208678
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Puddleduck Preschool Limited
<b>Registered person unique reference number</b>	RP900989
<b>Telephone number</b>	01344 885171
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Puddleduck Preschool & Day Nursery Ascot registered in 2019. They are based in Ascot, in Berkshire. The nursery is open from 7.30am until 6pm, every weekday, for 51 weeks of the year. It is closed for one week at Christmas. There are eight members of staff. Of these, five hold relevant early years qualifications at level 3 and above. The manager is a qualified teacher. The nursery provides funded early education for children aged three and four years.

## Information about this inspection

### Inspector

Mandy Cooper

## 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 provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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