

# Inspection of Puddleducks Childcare

106 High Street, YARM, Cleveland TS15 9AU

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Inspection date: 25 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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## **What is it like to attend this early years setting?**

### **The provision is good**

The provider, who is also the manager, has worked extremely hard alongside the staff team. They have made the necessary improvements to their practice and to the nursery. This has raised the standards of care and learning for children to a good level. For example, the manager has a clear vision of the curriculum on offer for children. She leads the staff team effectively and ensures they understand how to meet children's learning needs. Children enjoy the range of activities available to them. Babies explore sensory experiences and staff teach them new words. Older children use numbers in their play and begin to develop the skills they need to start school. Staff are good role models for children and use praise to encourage positive behaviour. Children are well mannered and polite.

The manager has considered the impact of the COVID-19 pandemic for children and families. Staff focus on helping children to develop confidence and organise settling-in sessions for new starters. Parents are invited into the nursery to provide staff with information on how to meet their children's individual care needs. This has helped them to feel reassured when leaving their children and build relationships with staff. Children develop bonds with their key person and the team. They show they feel safe and happy in the nursery.

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

- Staff provide a balanced and sequenced curriculum for children. They gather information from parents to find out about children's current stages of development and their interests. Children show enjoyment in activities which are interesting and help them to make good progress. Staff identify gaps in children's learning and work alongside other professionals, such as paediatricians, to create support plans.
- Children develop good levels of independence and staff encourage them to take an active part in their own self-care. For example, they support young children to begin using the toilet and model how to wash hands effectively. Older children know how to brush their own teeth and show excitement in this part of their routine in nursery. They show pride when they look in the mirror and point out how white their teeth are.
- Older children develop the skills they need for the next stages in their learning. Staff encourage them to use mathematical language during play and focus on developing their listening skills and concentration in group times. Children thoroughly enjoy favourite stories and talk to staff about the main characters. However, staff do not consistently use opportunities to further develop older children's early writing skills.
- Children are very settled in the nursery. Babies benefit from having their care needs met and sleep well after the walk in the fresh air. Staff support children

who are new to the nursery and provide their comfort items and cuddles if they become upset. Children are kind to each other and know how to share resources. For instance, they take turns to hold the story props on the walk. Behaviour is very positive.

- Staff who work with babies and young children have developed their understanding of how to build secure foundations for future learning. They focus on supporting babies' language skills, physical development and their personal social and emotional development. Babies enjoy sensory play and enjoy exploring experiences independently.
- The manager recognises the impact of the pandemic on children's communication and language skills. Staff use songs and story time to help children hear new words and extend their vocabulary. Older children begin to use sentences and staff sensitively model words back to them for clear pronunciation. However, stories for babies are very lengthy which means they lose interest quickly.
- Staff overcome the challenges they face without their own outdoor space and ensure children have opportunities for fresh air and exercise. For example, babies and older children join together for daily walks around the community. Staff encourage young children to walk instead of using a pushchair. Older children learn how to cross the road safely as staff show them how traffic lights work. They show excitement when they see the ducks and join in with songs by the river.
- Parents are very supportive of the nursery and speak highly of the staff team. They say that they are very happy with the care and learning their children receive. Parents who are new to the setting say they feel comfortable and reassured at how quickly their children settle in. Others discuss how they are happy with their children's progress, particularly their speech development.
- The manager continues to reflect on the standards of care and learning in the nursery. She has developed the leadership team and supports staff in their ongoing professional development. Several staff members are working towards new early years qualifications and all have received support through individual appraisals and team meetings. The improvements made have had a positive impact on children and their families.

## Safeguarding

The arrangements for safeguarding are effective.

The manager has improved her understanding of the safeguarding and welfare requirements. For instance, she has provided staff with training to help them identify, record and report concerns about children's welfare. There is a clear procedure in place for the use of mobile phones and effective registering for staff and children. Staff confidently discuss a range of safeguarding issues, such as female genital mutilation, potential signs of exploitation and county lines. They know the procedures for whistle-blowing and are aware of the local safeguarding partnership policies. Staff ensure the nursery is clean, safe and hygienic for children. They complete daily checks and use a rota to maintain cleanliness.

Children learn about keeping themselves safe. For example, staff help them to walk safely down the stairs and hold the banister.

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

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

- consider further ways to promote older children's early writing skills
- reflect on story time for babies and consider how to enhance this so they are engaged, listen and learn new vocabulary.

## Setting details

<b>Unique reference number</b>	EY461331
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10218404
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 10
<b>Total number of places</b>	48
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Puddleducks 106 Ltd
<b>Registered person unique reference number</b>	RP532493
<b>Telephone number</b>	01642791895
<b>Date of previous inspection</b>	9 December 2021

## Information about this early years setting

Puddleducks Childcare registered in 2013 and is located in Yarm, Cleveland. The nursery employs six members of childcare staff. The manager holds an early years qualification at level 5 and the remaining staff hold early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. They offer wraparound care for children who attend local schools. The nursery offers funded early education places for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Michelle Lorains

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- Two joint observations were completed by the manager and inspector, indoors during planned activities with babies and older children.
- The inspector held a discussion with the manager 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 nursery manager.
- The inspector spoke to parents and obtained feedback for the inspection. In addition, other parents left written feedback which the inspector took into account.

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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