

Inspection of Puddleducks Day Nursery

246 Walsall Road, Great Wyrley, Walsall, Staffordshire WS6 6DL

Inspection date: 16 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and confident in this welcoming and nurturing nursery. Staff take time to help children settle when they arrive. Staff comfort children who are upset when they leave their parents with cuddles and caring words. This promotes children's feelings of being safe and secure in the environment. Staff promote children's communication and language development effectively across the nursery. Babies and toddlers enjoy songs and rhymes as they show that they are familiar with the actions and eagerly repeat the movements to bring the songs to life.

Children listen carefully to instructions from staff and enjoy taking part in a number of activities designed to enhance their early literacy skills. Children love stories, especially when they are familiar, and they can join in with repeated refrains. Older children show a growing understanding of letters and sounds. Children enjoy sensory play, and they show great curiosity as they explore different textures, such as cereals, play dough, water and sand. They thoroughly enjoy scooping, digging, and patting with their hands. Children sustain good levels of interest in the activities provided. They know the routines of the day and share equipment well with each other. Children use good manners and are confident and attentive learners.

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

- The manager and staff are clear about what they want children to learn while at this nursery, and before they leave for school when the time comes. They plan a broad and balanced curriculum that supports children in making progress from their starting points. The environment is stimulating and inviting, enabling children to feel safe and confident in the space. Children enjoy the garden. Resources are accessible and within reach, allowing them choice.
- Staff know their key children very well and they observe and assess children's development. They confidently discuss where children are in their learning and what it is they want children to learn next. Staff follow children's interests and extend their play. They have high expectations for the children's behaviour. They create an environment where children are motivated and engaged in learning. Consequently, children are kind towards each other; they share and take turns with adult support.
- Support for children with special educational needs and/or disabilities is good. Staff work well with parents and other professionals to provide additional support for children. Staff who take a lead in this support are knowledgeable about children's individual needs and manage these in a positive and effective way.
- There is a strong focus on children developing their physical skills, such as building towers or carefully putting shapes onto a shape sorter. However, staff

do not consistently recognise children's growing awareness of mathematical concepts as they play. They miss chances to extend children's understanding of numbers and mathematics in their environment.

- Staff encourage children to be independent. For example, during mealtimes staff support children to serve themselves. Children enjoy healthy, cooked food and have access to a range of physical experiences that strengthen their balance, movement, and coordination. Children have plenty of fresh air and exercise. They learn to move their bodies in different ways as they enjoy regular movement to music sessions and yoga.
- Staff work closely with parents to support children's development. For example, they communicate with parents regularly about children's achievements. Parents comment positively about the nursery and how their children are settled and progressing. They like the daily discussions on collection and enjoy reading about their children's experiences and progress online.
- The manager has clear plans in place to ensure the continuous improvement of the nursery. She also has a clear overview of each child's progress and development. Any gaps in learning are swiftly identified and addressed. The manager holds staff supervisions regularly, and staff talk confidently about the purpose and benefit of these for them. However, the manager has not yet fully embedded targeted training for newly appointed and less-experienced staff, to help strengthen their good practice even further.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good understanding of their duty to protect children and report any concerns they may have about a child's well-being. Staff attend regular training to keep their knowledge up to date and demonstrate sufficient knowledge to identify signs of radicalisation and extremism. They know the procedures to follow should they have any concerns regarding the conduct of a colleague. The manager and staff implement effective procedures, ensuring children are cared for in a safe environment. There are robust recruitment and selection procedures in place that check the suitability of staff. Staff use risk assessments to help minimise potential hazards, both indoors and outdoors.

What does the setting need to do to improve?

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

- support staff to develop consistency in supporting children's mathematical development, particularly children's understanding of numbers and counting
- strengthen and embed support for newly appointed and less-experienced staff to help raise their good level of practice higher.

Setting details

Unique reference number	2565951
Local authority	Staffordshire
Inspection number	10233506
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 4
Total number of places	60
Number of children on roll	103
Name of registered person	Puddleducks Day Nurseries Partnership
Registered person unique reference number	RP532000
Telephone number	01922418955
Date of previous inspection	Not applicable

Information about this early years setting

Puddleducks Day Nursery registered in 2019. The provider employs 14 members of childcare staff. Of these, three hold an appropriate early years qualification at level 6, eight hold level 3 and one holds level 2. 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 two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqueline Coomer

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 their evaluation of the setting.
- The inspector and the nursery manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum is organised.
- A joint observation of a teaching activity was carried out by the inspector and the nursery manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of relevant records and documentation. This included evidence about staff suitability and training.
- A meeting was held between the inspector, the provider and the nursery manager.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022