

# Inspection of Puddleducks Playgroup

Jubilee Room, Village Hall, Mulbarton, Norwich, Norfolk NR14 8AE

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Inspection date: 22 June 2022

<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Good

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

### **The provision requires improvement**

The provider has not ensured that information about those who make up the governing body has been provided to Ofsted. This means that checks have not been completed to confirm their suitability. Despite this, staff do ensure that children are safe in the setting. Children mostly come into the setting readily. They are familiar with the consistent routine and confidently wash their hands before happily going off to find their friends. Those children who need reassurance are greeted by familiar adults. Children behave well and know what is expected of them. They develop the key skills needed to be ready for school.

Children are developing a good level of confidence. They enjoy having visitors and readily chat to them. Children enjoy stories, songs and music. Older children listen well and concentrate as staff read stories that children have brought from home. All children respond positively to using rhythm sticks. Even younger children focus well on tapping the sticks in front, behind, loudly and quietly. They understand the concept of stopping and starting. Children are developing their mathematical knowledge. They use mathematical language confidently when playing in water. Children enjoy exploring if objects will float or sink. They count in routine and play situations.

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

- The provider has not ensured that suitability checks for committee members are completed. However, this does not have a negative impact on children as these committee members do not have unsupervised access to children. In addition, they do not have responsibility for making decisions which affect children's welfare.
- Staff know children well. They use what they know about the children to provide interesting and stimulating activities that build on what children already know and can do. However, staff do not organise routine times, such as snack time, to offer the same good level of teaching as at other times.
- Children develop a good attitude to learning. They are familiar with the consistent routines. However, staff do not give children notice when activities need to change. This does not give children time to finish off what they are doing, which occasionally leads to them feeling frustrated.
- Staff support children in purposeful play. They encourage children's natural instincts to discover and explore. Children are learning about the natural world. For example, they show interest in the life cycle of caterpillars and recall words they have learned. Children independently find magnifying glasses to look at the caterpillars.
- Children are learning about the importance of good hygiene. They manage their self-care needs relevant to their age and stage of development. Staff provide

children with healthy snacks, supporting their developing awareness of the importance of making healthy choices. Children are helped to keep themselves healthy. For example, they understand the importance of staying hydrated.

- Children develop close emotional attachments to their key person and other staff. Staff chat to children about what they are doing, asking questions to challenge their thinking. They give children time to think and respond. Children become good communicators.
- Staff are good role models who gently remind children of the consistent ground rules, such as 'walking feet' indoors. Children enjoy staff's praise for their individual efforts.
- The provider and staff build exceptionally strong partnerships with parents. Parents are actively encouraged to remain involved in their children's learning. They hold the manager and staff in high regard and highly value their nurturing nature. Parents state that they are particularly grateful for the unwavering support that they receive in times of crisis.
- The manager demonstrates good partnerships with the local primary school. This helps to support children effectively as they prepare for their transition to the Reception class.
- The manager has a good oversight of the setting. This helps to ensure that children receive a good quality of education. There is an established programme of supervision for staff. Staff work well together as part of a team. Their emotional well-being is supported effectively, and their professional development is supported.

## Safeguarding

The arrangements for safeguarding are effective.

The manager describes good recruitment and selection procedures. In addition, staff complete annual declarations of their continuing suitability. They complete regular training in safeguarding children. Staff have a good awareness of the indicators of abuse and know how to report concerns. They understand the importance of acting swiftly to protect children. Staff are deployed effectively, which means that children are well supervised and cared for.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
provide Ofsted with necessary information so that suitability checks can be completed for those who make up the governing body.	31/08/2022

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

- support staff to maintain the quality of interaction with children throughout the day, especially during routine times, such as snack time
- give children notice of when activities need to change so that they can finish off their self-chosen activities to their satisfaction.

## Setting details

<b>Unique reference number</b>	EY444386
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10235718
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Puddleducks Playgroup Committee
<b>Registered person unique reference number</b>	RP908658
<b>Telephone number</b>	01508 571285
<b>Date of previous inspection</b>	23 September 2016

## Information about this early years setting

Puddleducks Playgroup registered in 2012 and is situated in Mulbarton, Norfolk. The playgroup employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The playgroup opens from Monday to Friday during term time. Sessions are from 8am until 3.30pm. The playgroup provides funded early education for two-, three- and four-year-old children

## Information about this inspection

### Inspector

Jacqui Mason

## Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager completed a tour of the setting with the inspector, to explain how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- Staff spoke with the inspector at appropriate times throughout the inspection. The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the setting and records of committee members.
- Children spoke to the inspector during the inspection.
- Parents shared their views of the setting with the inspector, through face-to-face discussions and written testimonials.

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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