

Inspection of Puddleducks Nursery And Pre-School

Pewsey Childrens Centre, Wilcot Road, PEWSEY, Wiltshire SN9 5EW

Inspection date: 23 September 2022

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

The provision is good

Children arrive happily at the nursery and quickly become immersed in their play and learning. They have formed close bonds with staff and enjoy the time they spend with them. They are safe and secure in the care of staff, who are nurturing and attentive to their individual needs. Babies confidently explore the outdoor area and are happy to join in activities with the two-year-old children, such as sitting together for breakfast. Staff supervise children well to ensure that they are safe.

Staff have high expectations for children. Children behave well, and they understand the rules and boundaries. They learn to take turns with one another with adult support. Children have good opportunities to enjoy physical play, such as digging in the mud, climbing up the slide or creating dens.

Children attending the nursery enjoy an environment filled with stimulating activities and learning opportunities. Staff nurture children's enthusiasm for exploring and investigating. They provide opportunities for children to engage in the world around them through first-hand experiences. For example, older children learn about the local carnival, creating floats and learning about princes and princesses. Children's views are highly valued, and staff provide them with opportunities to make decisions. Children choose which toys they would like to play with, either indoors or outdoors.

Staff provide children with healthy meals that promote their good health. They support children in developing their self-help skills. For instance, staff encourage older children to select their lunches and help prepare their snacks. Children learn about the importance of good personal hygiene skills, such as handwashing.

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

- The manager encourages her staff team to reflect on its practice. She regularly evaluates the setting, and the team of staff work together to make rapid changes and drive improvement. The setting has recently joined the King Alfred Trust and is working closely with the executive headteacher and trustees to develop an in-depth training plan which will directly impact on children's learning and development. For example, plans are in place to improve phonics and mathematics.
- Staff make effective use of settling-in arrangements to build strong relationships with parents and children. They gather information to plan familiar care routines for children. Staff continue to strengthen the relationships with parents using a range of communication methods, including face-to-face meetings, learning journals and a newsletter. Parents say that they appreciate the ideas staff share to help support their children's learning at home.

- The manager and staff have a good understanding of each child, their families and their needs. They track their progress well and identify children who require additional support. The special educational needs coordinator is knowledgeable and works very well with parents and the local authority to put specific plans in place. However, staff do not consistently use the strategies in place to fully support children who speak English as an additional language and those with special educational needs and/or disabilities (SEND).
- The manager is passionate about her role and is committed to providing the best outcomes for children. She has worked hard to secure a good team of practitioners who share her enthusiasm. There is a good team spirit at the setting and staff feel well supported and valued.
- Staff support children's communication and language skills very well. Staff sit facing the babies so they can see facial features to build early communication skills. They skilfully repeat words to toddlers and allow them time to copy and build on their growing vocabulary. Older children learn more complex words as staff model how to blend letter sounds together. Children are confident communicators.
- Staff know the children well and plan activities that they know children are interested in and will enjoy. For instance, older children enjoy using the apples from the apple tree to pretend to make apple crumble. Babies enjoy exploring the sand as they begin to use tools to scoop and tap. There are a range of varied play experiences available to all children. However, activities for toddlers are not always challenging enough to support toddlers to become engaged in their play, and they quickly lose interest.
- Staff support children's early literacy and mathematical understanding well. Babies and toddlers freely choose books that interest them and thoroughly enjoy listening to stories. Older children talk excitedly about the characters and join in with repeated refrains from the book. Older children are keen to write some letters from their names and create drawings. They develop their understanding of number and recognise a small total without counting.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the possible risks to children. They know what to do if they have a concern about a child or a member of staff and the procedures to follow. The manager ensures all staff's knowledge is always up to date and that they attend regular safeguarding training, including on wider issues such as the 'Prevent' duty. Regular staff meetings and supervision sessions are used to discuss any safeguarding concerns. Recruitment of staff is robust, and the manager checks ongoing suitability. All staff are well deployed throughout the nursery and regular risk assessments are conducted of all areas to ensure children's safety.

What does the setting need to do to improve?

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

- review systems in place to ensure strategies to support children who speak English as an additional language and children with SEND are consistently used by all staff
- develop ways to challenge toddlers to develop their concentration levels and extend their learning.

Setting details

Unique reference number	EY454837
Local authority	Wiltshire
Inspection number	10233859
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 7
Total number of places	47
Number of children on roll	55
Name of registered person	Puddleducks Nursery And Pre-School
Registered person unique reference number	RP532058
Telephone number	01672562371
Date of previous inspection	20 January 2017

Information about this early years setting

Puddleducks Nursery And Pre-School first registered in 2010 and re-registered in 2012. It offers early years, breakfast and out-of-school care each weekday, from 8am until 6pm, throughout the year. The nursery and pre-school operate from purpose-built premises situated within Pewsey Children's Centre. The setting employs 13 staff, including the manager. Nine staff hold a relevant early years qualification, one of whom holds a level 4 qualification. The setting receives funding for the provision of early education for children aged two, three and four years. Puddleducks provides before- and after-school care and a breakfast club for children who attend the nearby school.

Information about this inspection

Inspector

Tracey Cook

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 their evaluation of the provider.
- The inspector observed staff interactions with the children, indoors and outdoors, to assess the impact they have on children's learning.
- The inspector held discussions with the manager and staff at appropriate times during the inspection.
- The inspector looked at a sample of documents. This included evidence of suitability and training.
- The inspector took account of the views of parents spoken to on the day and through feedback forms available on the day.
- The inspector completed a learning walk with the manager across all areas of the setting and gardens to understand how the provision is organised.
- The inspector carried out a joint observation with the manager to assess the impact of interactions between staff and children.

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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