

Inspection of Puddleducks Playgroup

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

Inspection date: 7 February 2023

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

What is it like to attend this early years setting?

The provision is good

Children settle quickly on arrival at this warm and welcoming community playgroup. They swiftly engage in the wide range of activities that staff provide. Children are pleased to see their friends and the nurturing staff. They demonstrate that they feel safe and secure as they cuddle with staff in the book corner and share stories. Children learn good manners and kind behaviours. Staff teach children to understand the simple routines and to remember to say please and thank you. Children learn to enjoy each other's company and play together happily. Children who are still learning how to play cooperatively receive sensitive support as they learn to share resources and take turns.

Children develop into confident communicators. Staff speak clearly to children and listen carefully to their opinions. There is a happy hum of children chatting with their friends and the staff throughout the day. Children grow in confidence to express their ideas and opinions. Where children are slower to develop, staff work with families and, where appropriate, other professionals to ensure children receive the help they need to progress. Staff gather detailed information about children's interests and development before they start. They use this, and their ongoing assessments, to ensure that every child makes sustained progress.

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

- Since the last inspection, leaders and managers have improved their understanding of the roles and responsibilities of trustees. They have taken appropriate advice from their local authority and have adopted a more robust record-keeping system to track the progress of all required trustee suitability checks. Staff are a close and supportive team. They report high levels of well-being.
- Partnerships with parents are strong. Parents mention the kind and nurturing staff. They praise the support that they receive with teaching their children skills, such as potty training. Parents value the time staff take, through effective settling-in processes, to get to know their children as individuals. They comment how their children develop in confidence and are well prepared for school.
- Staff teach children mathematical language and concepts as they play. For instance, children measure quantities when they pour their milk. They count and discuss whether they need more or less fruit on their plates at snack time. Children develop a secure understanding of important mathematical skills that prepare them for later learning.
- Children have daily access to creative and construction activities. Staff play alongside children. They introduce new vocabulary. Staff encourage children to reflect on their progress and refine their ideas. Children learn that they can return to activities if they have not finished by the time they are ready to move

on to something else. Their self-esteem develops as they see their work displayed.

- Staff are kind and attentive to children. However, the deployment of staff means that they do not always see when a child might need additional support. For example, staff are sometimes positioned with their backs to most of the children or become focused solely on one activity. Consequently, there are times when staff do not provide effective support, when children are bored or disengaged. This disrupts children's learning and development.
- Children develop excellent physical skills, they develop their large muscles as they climb and balance in the lovely garden. Children enjoy dancing and using drumsticks to beat out rhythms. They grow seasonal fruit and vegetables, which they help to prepare for snack time. They are developing confidence in their physical skills and knowledge about where their food comes from.
- Leaders and managers have implemented supervision and monitoring systems to review the quality of teaching. However, these have not yet resulted in teaching being of a consistently high level. Staff sometimes miss opportunities to build on children's interests and extend their knowledge. For example, when children show interest in the changes to their bodies after exercising quickly, staff do not recognise this as a teaching opportunity. They do not help children to think about why this might happen. This limits children's exposure to deeper levels of knowledge and understanding.

Safeguarding

The arrangements for safeguarding are effective.

Staff undertake training that teaches them how to recognise the signs and symptoms that indicate a child might be at risk of harm. They know about wider safeguarding issues, such as the risk to children from domestic violence or grooming. Staff know how to make referrals in line with local safeguarding partner procedures. Staff demonstrate a committed approach to keeping children safe. They know the importance of reporting any concerns that they might have about adults who work or volunteer with children. Leaders and managers perform regular checks on staff's continued suitability to work with children.

What does the setting need to do to improve?

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

- deploy staff effectively to consistently meet the needs of all of the children throughout the day, including those who need additional support to engage in activities
- develop further the supervision and mentoring of staff, so that leaders and managers pinpoint and implement strategies that consistently raise the quality of teaching and learning.

Setting details

Unique reference number	EY444386
Local authority	Norfolk
Inspection number	10247642
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	22
Number of children on roll	36
Name of registered person	Puddleducks Playgroup Committee
Registered person unique reference number	RP908658
Telephone number	01508 571285
Date of previous inspection	22 June 2022

Information about this early years setting

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

Information about this inspection

Inspector

Terrie Simpson

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke with the nominated individual about the leadership and management of the playgroup.
- 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 several parents during the inspection and took account of their views.

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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