

Inspection of Puddleducks Of Liss Ltd

71 Station Road, Liss, Hampshire GU33 7AD

Inspection date: 8 March 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 Good

What is it like to attend this early years setting?

The provision is good

Children are cared for by staff that know them well. Staff support children to access a broad and balanced curriculum, which builds on what they already know and can do. Young babies and children feel safe and secure to freely explore the learning environment under the careful supervision of staff.

Children are provided with ample opportunities to learn and develop their knowledge and understanding through exploring the world around them. There is a strong focus on outdoor learning. Children benefit from well-planned outings and local visits. They are encouraged to collect items of interest to take back to the nursery, where staff extend their vocabulary as they talk about what they have found. This new vocabulary is shared with parents to help them work in partnership and continue to support their child's learning at home. Children learn about different weather conditions and can accurately identify changes in the environment. For example, during the inspection, children were able to talk about how snow melts into water when the sun comes out or turns to ice if it rains then gets very cold. Children are keen to undertake tasks and responsibilities for themselves, such as putting on their coats and shoes for outdoor play.

Children with identified additional needs have carefully considered plans to support them to make the progress they are capable of. However, at times, strategies and interventions are not consistently applied to help children manage their feelings and emotions and understand the impact that their behaviour has on others.

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

- The provider is clear on what it is they want children to know and learn at each stage of their education. Staff are ambitious in their expectations of children, and this supports children to make good progress. For example, during the inspection, children were being taught about some of the cultural traditions of the Holi festival. Staff used resources and reference materials to scaffold children's learning while they enjoyed exploring coloured paint and glitter. This helps to develop their understanding of the world and their respect and tolerance for their own, and other, cultures and faiths.
- Children remain engaged in their own play and learning for long periods of time. Older children use resources to role play and make sense of their lived experiences. For example, children play together, acting out a 'doctor' scenario. One child lies down and rolls up his sleeve, while their friend uses a toy thermometer to record their temperature. Other children start to line up to take their turn of seeing the doctor and offer each other sympathy and encouragement for their ailments.
- Some children need additional support to manage their emotions and feelings.

Currently, some staff are not providing clear and consistent messages to all children at key transition times throughout the day, such as when getting ready to go outside and during lunchtimes. This makes these times longer than needed, and children are not reminded of the impact of their actions on others.

- The provider ensures that children have access to exercise and fresh air. In addition to daily outdoor play, children benefit from a wide range of outings and walks. Children are able to explain weather concepts such as snow and ice, and they talk about them coming from the clouds. In addition, the provider works with parents to understand healthy choices and displays information for parents about meals and snacks.
- All staff receive some feedback and support. However, there are inconsistencies in the frequency and nature of that support. This means that some staff do not receive the focused support they need to build further on their existing skills.
- Parents love the setting and are keen to provide feedback at every given opportunity. Working parents value the flexibility and support offered and speak of the kind and caring nature of the staff team. Parents are thrilled with the progress that their children make in their independence and social skills.
- Parents of children with special educational needs and/or disabilities (SEND) and of children who speak English as an additional language have seen huge improvements in their children's language and communication. Children go home and share the rules with parents, such as 'using gentle hands' or 'doing good listening'.
- The manager works with a range of other professionals to support children and families that require additional help. Information is recorded and held securely and only shared with those that have a legitimate need to see it. The provider fully understands their role and responsibilities under the General Data Protection Regulation.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of safeguarding matters. They are clear on the potential risks and indicators of abuse and know how to respond effectively to keep children safe. The provider has robust recruitment systems in place to ensure the suitability of adults that have access to children. Support staff, such as minibuss drivers and cleaners, are carefully vetted and supported to complete additional training, such as safeguarding and paediatric first aid. There are effective procedures in place to monitor children's absence and well-being.

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 implement agreed behaviour management strategies with a

greater degree of consistency

- improve the use of coaching and supervision for staff, to help all staff build further on their existing teaching skills.

Setting details

Unique reference number	EY557933
Local authority	Hampshire
Inspection number	10281382
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	1 to 4
Total number of places	32
Number of children on roll	27
Name of registered person	Puddleducks of Liss Limited
Registered person unique reference number	RP902548
Telephone number	01730 893472
Date of previous inspection	18 December 2019

Information about this early years setting

Puddleducks Of Liss Ltd registered in 2018. It is situated in Liss, a small village in Hampshire. The nursery is open Monday to Friday, from 7.45am to 6pm, all year round. There are seven members of staff working with the children, five of whom have relevant qualifications at level 2, 3 or 5. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Leanne Merritt

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 this into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the intention of the provider's early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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