

Inspection of Puddleducks Day Nursery

Puddleducks, 11 Anglesey Street, Hednesford, CANNOCK, Staffordshire WS12 1AB

Inspection date: 14 February 2023

Overall effectiveness	Inadequate
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The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The premises are not suitable, and the resources and equipment available to children do not fully meet their needs. For example, babies play in a broken 'wicker pod' that is not fit for purpose, and in some areas of the setting, the plaster has cracked and fallen off the walls. This increases the probability of injuries. Although there are some systems in place to identify risks within the environment, the manager does not identify them all effectively. These include unsafe sleeping arrangements for children and nails that protrude from a piece of wood where children play. This compromises children's health and safety.

The manager does not implement effective supervision of staff practice to ensure that all staff fully understand their roles and responsibilities. As a result, younger children do not always benefit from a stimulating learning environment. This negatively impacts on their welfare and development. For example, while staff complete routine tasks, such as cleaning, toddlers crawl aimlessly up and down the room, collecting 'bits' off the floor. At times, babies become easily upset. However, staff do not comfort them and, instead, babies seek comfort from the inspector and give her a hug. Despite these weaknesses, children behave well, and they are content in their routine.

Children demonstrate strong physical skills. For example, older children confidently ride their bikes up and down the garden and collect sticks that they later use to represent a 'woodland scene' from a familiar story. Despite some storybooks being in poor condition, children of all ages show a strong interest in familiar stories. For instance, babies babble with delight when stories are read to them, and older children copy the words they hear, such as 'squelch' and 'splish'. This positively encourages their communication and language skills.

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

- Children's safety cannot be assured because staff do not fully understand their roles and responsibilities to safeguard children. For example, staff do not always take head wear off a toddler before placing them down for a sleep. Consequently, the head wear moves and covers their face. This significantly increases the risk of suffocation.
- The manager has previously sought support from the local authority to minimise some of the risks within the environment. However, she has not identified additional risks that pose significant harm to children. Nevertheless, all risks brought to the manager's attention during the inspection were quickly acted on. This shows a willingness to put things right.
- The manager has a good overview of what she thinks all children need to learn. However, younger children's experiences vary because the manager does not

monitor or supervise the quality of education they receive effectively. For example, at times, staff do not fully guide younger children's development and stimulate their learning. This hinders children achieving their full potential.

- The manager identifies the impact the COVID-19 pandemic has had on children's learning. For example, older children present lower attendance levels and need greater support to regulate their emotions. Therefore, in partnership with parents and other professionals, staff have adapted the curriculum to support older children's personal development and promote their school readiness.
- There are arrangements in place to support children with special educational needs and/or disabilities. The special educational needs coordinator supports staff to use observation and assessment to identify children's needs swiftly.
- Staff well-being is of importance. For example, the manager encourages staff to discuss their workloads during regular meetings. Additionally, the manager encourages parents to partake in 'staff shout outs' to thank staff for the work they do.
- Children develop early independence. For example, older children self-serve their own healthy and nutritious food, and toddlers use child friendly knives to cut up soft fruit, such as strawberries. This helps children to develop confidence in their self-help skills.
- Overall, parents are happy. They comment that the 'team are like family'. Staff use online systems and organise evenings to share information with parents about their children's learning. This helps parents to understand children's next steps. Additionally, parents partake in 'book challenges' to further encourage children's love of stories at home.
- Despite the weaknesses in leadership and management, the manager shows a willingness to improve. For example, she plans to make policies readily available to staff to strengthen their knowledge and understanding of their roles and responsibilities.

Safeguarding

The arrangements for safeguarding are not effective.

Ineffective supervision of staff practice and risk assessment compromises children's health and safety. As a result, children's safety cannot be assured, especially while they sleep. All staff complete safeguarding training. They demonstrate suitable knowledge of the signs and symptoms that might indicate a child is at risk of neglect or abuse. Staff know they need to report concerns. However, not all staff have knowledge of the appropriate agencies to contact should they have concerns about a child's welfare or allegations against staff. Leaders and staff have secure knowledge of the 'Prevent' duty guidance and female genital mutilation.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
improve staff knowledge of the safeguarding policy, including the appropriate agencies to contact should they have concerns about a child's welfare or an allegation against a member of staff	14/03/2023
improve the use of risk assessments to ensure all risks to children's safety are identified and swiftly removed or minimised	14/03/2023
ensure staff have secure knowledge of the setting's safer sleep policy to ensure children of all ages sleep safely, with particular regard to children who wear head bows	14/03/2023
implement more effective supervision of staff so that weaknesses in practice can be swiftly identified and appropriate training can be sought, to ensure that staff fully understand their roles and responsibilities	14/03/2023
ensure the premises are maintained in good repair and resources are fit for purpose	14/03/2023
support all staff to respond to children's individual needs through positive interactions.	14/03/2023

To meet the requirements of the early years foundation stage, the provider must:

	Due date
provide children with stimulating and challenging experiences that consider their interest, individual needs and development.	14/03/2023

Setting details

Unique reference number	EY453909
Local authority	Staffordshire
Inspection number	10276429
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	27
Number of children on roll	38
Name of registered person	Puddleducks Day Nurseries Partnership
Registered person unique reference number	RP532000
Telephone number	01543 424228
Date of previous inspection	14 July 2017

Information about this early years setting

Puddleducks Day Nursery registered in 2012 and is located in Cannock, Staffordshire. The nursery employs six members of childcare staff. The manager holds an appropriate early years qualification at level 6, and three staff hold a qualification at level 3. The nursery opens Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery receives funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mikaela Stallard

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 provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk.
- The inspector carried out a joint observation with the manager.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the manager, director, staff, and children at appropriate times during the inspection. The views of parents were considered by the inspector through verbal discussions and emails.
- Relevant documentation was reviewed by the inspector, including safeguarding policies and evidence of the suitability of those working with 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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