

Inspection of Puddleducks Nursery & Pre-School

Colmworth Old Church Of England School, Church Road, Colmworth, Bedford MK44 2JX

Inspection date: 25 July 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in this exciting and outstanding nursery that prioritises children's happiness above all else. Staff enthusiastically welcome each child every morning with big smiles and warm hugs, immediately making them feel at ease and part of the family. Staff know children exceptionally well. They create secure bonds with each other through nurturing relationships. Staff show a genuine interest in each child. They say, 'Tell me, how are you feeling today?' Children and staff have fun together and the sound of laughter echoes through the nursery.

An ambitious and well-planned curriculum ensures children thrive. The indoor and outdoor environments are outstanding. They provide many opportunities for new experiences that spark children's curiosity. For example, children are preparing to release butterflies after eagerly observing caterpillars transform. They discuss the butterflies, using words such as 'cocoon'. Children participate in making their own butterfly wings. This experience not only teaches them about life cycles, but also encourages their creativity and imagination. Children have the unique opportunity to witness the entire life cycle of chickens, from watching the eggs hatch to feeding and caring for the fully-grown chickens. This hands-on experience instils a deep appreciation for nature and responsibility in the children.

Children have ample opportunities to learn about different emotions. They confidently discuss how they are feeling and why. For example, they say, 'I am happy because I can cuddle my friend.' Consequently, children manage their feelings well and are often able to solve their own conflicts. Staff are excellent role models. They provide lots of support for children's personal, social and emotional development. Children learn to listen as others talk and show each other kindness.

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

- The manager sets very high standards for the quality of the provision she aims to provide. She believes the best outcomes for children result from happy children, parents and staff. Her inspirational leadership skills drive the practice forward through effective staff supervision and shared goals. The manager and her team continue developing new ways to improve their already outstanding provision. The managers and staff talk passionately about creating an environment where children can thrive. Staff report they receive high levels of support and managers are easily accessible if they have concerns.
- Children are busy and eager to learn. There are ample opportunities for all children to build on their physical skills. Babies giggle and shriek with delight as they splash in the shallow water and scoop handfuls of sand into buckets. Older children use the outdoor equipment to build upper body strength by swinging, climbing and pulling themselves up. They enjoy risky play as they crawl and

balance over ladders. As a result, children develop the physical skills needed for early writing and learn to manage risk.

- Staff interactions with children are excellent. Staff are skilled practitioners. They regularly extend children's knowledge by showing them how to find out more and using books to further their understanding. Staff model language well. They describe what children are doing and introduce language to widen children's vocabulary. Children are encouraged to ask questions and share their opinions. As a result, children are confident communicators.
- Children benefit from real-life experiences that reinforce their understanding. For example, children help to grow vegetables in the nursery garden. They independently collect water in buckets and check if the soil is dry before watering. They say, 'This one needs water.' Staff explain how they use the vegetables to promote children's cutting skills and allow them to try new foods. As a result, children show fascination and interest in the natural world while learning where food comes from.
- Staff promptly notice if children risk falling behind and provide additional support. They work closely with parents to ensure children can access help at home. For example, parents report that the staff provide them with resources to use at home to support speech and language development. Consequently, children make progress and begin to catch up with their peers. Parents speak positively about the progress their children make. They explain how the staff 'go above and beyond' to support their families.
- Children with special educational needs and/or disabilities benefit from staff working closely with other professionals. Staff actively tailor their support to meet the unique needs of each child by taking advice from relevant professionals and quickly putting in place the needed support. Staff are proactive in making referrals for children and understand the evidence necessary for children to receive extra help and funding.
- Parents comment that they feel like they are part of a family. They are incredibly grateful for the experiences the staff have given children. Parents praise the staff for how they arrange visits from vets, nurses and police to help children learn about the world around them. They explain that, 'The nursery always goes one step further to support children's understanding.'

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of their safeguarding responsibilities. They know the signs that may signify children are at risk of harm. They can explain how to make referrals to local safeguarding departments. The manager has systems to ensure staff keep safeguarding knowledge up to date so they are confident and have the needed knowledge. Staff attend regular training to support their understanding. The premises is secure to keep children safe. People cannot enter without permission and children cannot leave without their parents. Mobile phones are kept locked away, ensuring staff cannot access them during working hours.

Setting details

Unique reference number	2629401
Local authority	Bedford
Inspection number	10295631
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 7
Total number of places	67
Number of children on roll	67
Name of registered person	Puddleducks Nursery & Pre-School (COLMWORTH) Limited
Registered person unique reference number	2629403
Telephone number	01234 378880
Date of previous inspection	Not applicable

Information about this early years setting

Puddleducks Nursery and Pre-School registered in 2021 and is situated in Colmworth, Bedford. The nursery and pre-school employs 17 members of childcare staff, including the manager. Of these, nine hold appropriate early years qualifications at level 3 and four at level 2. The nursery and pre-school opens Monday to Friday, all year round, from 7.30am to 6pm. The setting provides out-of-school care to children aged five to eight years during school holidays. The nursery and pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jody Taylor

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 nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 carried out a joint observation with the deputy manager.
- 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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