

Inspection of Puddle Jumpers Nursery

33 Three Colt Street, Limehouse E14 8HH

Inspection date: 27 July 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children generally arrive happy and quickly settle at nursery. They behave well and learn to understand the importance of sharing and taking turns. However, the recent staff turnover has had an impact on the consistency of care and learning experiences offered to children. The key-person arrangements are not secure for all children. This results in some quieter children being overlooked. For example, younger children do not always receive sufficient interactions to support their developing communication and language skills. This is because staff do not pick up on children's attempts to speak or engage with them. Most parents are happy with the care their children receive. However, some parents share that communication with them is not always effective when there are changes to their child's key person.

The quality of teaching for older children is effective. Staff are skilled in engaging children's listening and concentration skills, as they read stories with enthusiasm. Children are knowledgeable about the writing process because staff include them in conversations about the author and illustrator of the book. Children are confident to ask questions with staff, who take the time to listen and explore their ideas. Younger babies demonstrate that they feel safe and secure. They are excited to go on outings in the local community. Staff plan for these learning experiences effectively. For example, they give babies the opportunity to observe their natural environment as they stop to observe the ducks swimming and talk about the wildlife they can see. Babies enjoy cuddles with staff, which demonstrates the development of secure attachments. However, their privacy is not fully considered, as their nappies are changed in an open area within the baby room. This means that they are potentially visible to individuals, including visitors to the baby room.

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

- The newly employed nursery manager has only been in post for a couple of weeks. She is working closely with her deputy. They are both clear about their roles and responsibilities in driving forward improvement. They are confident to explain their intentions for delivering high-quality care and learning experiences. They are starting to identify what needs to improve and have an action plan in place. The providers are working proactively with their managers to support these changes. However, the impact of proposed changes is yet to be embedded.
- Most staff have a secure knowledge and understanding of how young children learn. They can talk about the curriculum and the learning intentions they want children to achieve. However, the implementation of the curriculum is not consistent. This is because some staff are not skilled in their teaching practice. For example, some staff working with the younger children are not skilled in

modelling and supporting children's confidence in speaking. This is because they are too focused on asking direct questions, such as 'What colour is it?' and 'What fruit is this?', rather than taking time to listen to children and encourage them to express themselves. The result is that some children lose interest and do not engage.

- Children with special educational needs and/or disabilities are well supported at the nursery. Staff are confident to discuss how they plan for children's next steps to help ensure they are making progress. The impact of this is that children are happy and settled at the nursery, with staff who plan around their interests. Children are eager to engage in learning experiences, such as reading and making marks on the whiteboard. When children's behaviour becomes agitated, staff are skilled to intervene with appropriate support to quickly dispel unwanted behaviour.
- Staff say they are happy in their work. They express that their well-being is supported by the new manager, who is taking time to get to know them. They comment that the providers are visible and come into nursery to speak with them regularly. Staff value professional training opportunities and team meetings. However, the leadership team recognises that some staff need more support to lift their practice.
- Older children have developed secure relationships with one another. They are happy to see their friends on arrival and give each other hugs. They are confident to initiate their own play, as well as to engage in planned learning experiences. They are developing valuable skills to support them in their move to school. For example, they can follow instructions to wash their hands before lunch. They know they must share and wait their turn. For example, they share pipettes to squeeze food colouring into bowls of water. They are excited to share how they have mixed yellow and blue to make green.
- Children are offered healthy meals and eat well. They have daily opportunities to be active and engage in physical play, both inside and outside. Daily outings are planned well to ensure that children stay safe. Staff teach children the importance of holding hands and following instructions when crossing roads.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge and understanding of their safeguarding roles and responsibilities. They are confident to discuss the safeguarding procedures of the nursery. They are clear about the processes to follow should they have concerns about a child's welfare. They know the whistle-blowing procedures and confidently discuss how they would report matters to appropriate outside agencies. The provider ensures that all staff attend regular safeguarding training. The recruitment procedures the check staff's suitability are robust. Managers continually monitor the environment through daily risk assessments. These help to keep children safe, as any concerns are highlighted, and swift action is taken to remove or minimise risks.

What does the setting need to do to improve?

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

	Due date
ensure that arrangements for the supervision of staff are effective in monitoring their practice, particularly to help lift the quality of teaching	25/08/2023
strengthen the implementation of the key-person arrangements to ensure they consistently meet the needs of all children, ensuring parents are kept informed of any changes	25/08/2023
improve teaching practice to ensure that children of all ages receive consistent, high-quality interactions to support their developing communication and language skills.	25/08/2023

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

- improve nappy changing arrangements to support children's privacy.

Setting details

Unique reference number	2537114
Local authority	Tower Hamlets
Inspection number	10304238
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 4
Total number of places	90
Number of children on roll	94
Name of registered person	Puddle Jumpers Limited
Registered person unique reference number	2537113
Telephone number	020 7538 3355
Date of previous inspection	12 October 2022

Information about this early years setting

Puddle Jumpers Nursery registered in October 2019 and is located in the London Borough of Tower Hamlets. The setting opens Monday to Friday, from 7am to 7pm, all year round. The provider is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 27 members of staff employed at the setting, including the chef and her assistant. There are 14 members of staff who hold appropriate childcare qualifications.

Information about this inspection

Inspectors

Siobhan O'Callaghan
Catherine Greene

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspection was carried out by two inspectors. They both spent time observing practice across the nursery, observing the quality of education being provided, indoors and outdoors. They assessed the impact that this was having on children's learning.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspectors talked with staff, parents, and children at appropriate times during the inspection and took account of their views.
- The inspectors carried out joint observations with the manager and deputy manager. This included observations of story time sessions and the lunchtime routines. One inspector joined the children on an outing.
- The manager showed the inspectors documentation to demonstrate the suitability of staff. They also shared a variety of documents to demonstrate how they manage children's health and safety in the setting.
- The inspectors held discussions with the manager and the providers. They discussed the leadership and management of the setting and considered the impact of this on the quality of the provision.

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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