

# Inspection of Puddleduck Nursery School

Puddleduck Nursery School, Woodlands Park, Bedford Road, Clapham, Bedfordshire MK41 6EJ

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Inspection date: 8 May 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

The manager and staff provide meaningful learning experiences across the nursery. They warmly welcome children on their arrival. Children confidently say goodbye to their parents and quickly settle into their day. They demonstrate that they feel safe and happy in the care of the familiar adults, which supports their emotional well-being effectively. Staff proactively support children's independence and help them to manage their behaviours. This is reflected in the children's positive behaviour and conduct.

Staff provide a learning environment that captivates children's interest. For example, children eagerly explore the sand and learn to identify the differences between wet and dry sand. Younger children develop their hand-to-eye coordination as they use spades to carefully scoop sand into their buckets. Staff show children how to build sandcastles and praise them for their achievements when they have a go themselves. They encourage children to use large brushes to make marks on the paving slabs in the garden. Children are shown how to make large and small circle shapes and are introduced to words and concepts such as 'big' and 'huge'. Staff support older children to read individual letters in their name by saying the sounds of each letter. Older children confidently use their fingers to write their names in shaving foam. Staff regularly share books with the babies. They talk to them about the illustrations on each page and encourage them to feel the different-textured animals.

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

- The owner, manager and staff demonstrate an enthusiastic approach to their roles and responsibilities. They continually look at ways to make further improvements. For example, a wooden house has been constructed for the babies in the garden. Further plans are in place to provide a wider range of natural materials and resources for the garden play area. The owner and manager value the staff. There is a very strong team ethos.
- The manager and staff know the children well and structure the curriculum to cover all areas of learning as the children transition through the nursery. They successfully plan activities based on children's interests and individual targets. For example, younger children's fascination with the birds in the garden leads to a range of activities associated with birds, such as creating collage pictures using colourful feathers.
- Overall, the quality of teaching is consistent across the nursery. However, on occasions, some staff do not use spontaneous opportunities to further extend the children's thinking and problem-solving skills. Furthermore, staff do not always provide babies and younger children with sufficient resources in their outdoor area to enable them to explore and develop their play and ideas.

- The manager and staff proactively support children with special educational needs and/or disabilities, including children in receipt of early years pupil premium. They are alert to emerging difficulties and respond swiftly to concerns about a child's development. The manager and staff successfully work with other professionals, providing one-to-one support as required and always involving parents in discussions about their child. This ensures all children are included, make good progress and have fun alongside their peers.
- Staff place high emphasis on supporting the children's communication and language skills. They sing rhymes and songs with the children. Older children are becoming confident communicators. For example, children correctly name toy dinosaurs. They describe their sharp teeth and claws and confidently talk about the differences between carnivore and herbivore dinosaurs.
- Staff provide daily opportunities for the children to play outside in the fresh air. Babies smile as they rock their bodies backwards and forwards on the rockers. Staff provide activities that support older children to take risks. Children climb over tyres and develop their balancing skills as they walk across the wooden plank. Additionally, staff provide music and movement sessions.
- The nursery cook and staff have a good understanding of the children's dietary requirements, preferences and food allergies. Children enjoy a wide range of healthy nutritious meals and snacks. They thoroughly enjoy their food, ask for more, demonstrate good table manners and learn to feed themselves using appropriately sized cutlery.
- A wide range of information is obtained, and discussions are held with parents at the start of the placement, regarding a child's care and stage of development. Flexible settling-in sessions are offered. This is very effective in supporting children to develop secure attachments with staff. Ongoing information regarding children's care and development is shared frequently, and parents are given ideas to support their children's ongoing learning at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is effective: There is an open and positive culture around safeguarding that puts children's interests first.

## **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 use every opportunity to extend children's learning during spontaneous activities
- enhance the range of resources used by the younger children in the outdoor area to further support their motivation to explore and develop their play and ideas.

## Setting details

<b>Unique reference number</b>	EY346123
<b>Local authority</b>	Bedford
<b>Inspection number</b>	10335323
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Rosedale Nursery Ltd
<b>Registered person unique reference number</b>	RP526266
<b>Telephone number</b>	01234 330957
<b>Date of previous inspection</b>	12 June 2018

## Information about this early years setting

Puddleduck Nursery School registered in 2007. The nursery employs 14 members of childcare staff, 12 of whom hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday, all year round, except for Christmas and the New Year when the nursery is closed for two weeks. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Ann Austen

## 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 provider.
- The manager and the inspector completed a learning walk across all areas of the nursery to understand how the early years curriculum is organised.
- The inspector observed staff's interactions with the children during indoor and outdoor activities, and assessed the impact this has on the children's progress and achievements.
- The owner, manager, staff and children engaged in discussions with the inspector at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager and discussed the children's progress and achievements.
- A sample of the nursery documents was reviewed by the inspector. This included evidence of staff suitability.
- The inspector took account of the views of parents by speaking to them.

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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