

Inspection of Puddleducks Nursery

5 Chaucer Road, WORTHING BN11 4PB

Inspection date: 16 December 2024

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

What is it like to attend this early years setting?

The provision is good

The staff create a warm and welcoming environment for children. They consistently offer nurturing and respectful care to help children feel happy, safe and secure. This contributes towards children settling quickly. Children show confidence to explore their play spaces and keenness to engage in self-chosen challenges. They have delightful relationships with their peers and the adults who care for them. They have positive attitudes to learning and show enthusiasm to ask adults questions to further extend and build on their existing knowledge. For example, during a bug hunt in the garden, children want to find out more about the insects and eggs they find in the digging patch. Staff support their learning by encouraging children to identify what they have found in reference books to compare the features of the bugs. This helps children understand how to find out more information on a topic they are learning about. Furthermore, staff teach children how to use books for different reasons to help them understand that print carries meaning as part of early literacy development.

Staff plan activities and experiences for children that are adapted to meet their individual needs. Children enjoy taking part and joining in with their friends. For instance, they wait patiently for their turn to choose a prop from the song basket and excitedly sing a range of songs and rhymes. This helps children hear language used in different contexts to build on their range of vocabulary. Staff who care for babies and very young children use their training and knowledge to provide bespoke care that meets their learning needs well. Babies are provided with a range of sensory experiences to capture their curiosity. Staff are extremely supportive and model words to babies linked to their play experiences to help them make connections in their learning.

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

- Managers identify strengths in their practice as well as areas to drive continual improvement at the setting. This forms part of their commitment to self-evaluate the quality of the care and education they provide for children. Their self-evaluations are accurate and show a proactive approach to implementing action plans to address areas in practice that need refining. For example, managers have identified that the curriculum planning process is a work in progress, and its implementation by staff is not fully embedded, and at times, narrow in approach. However, managers show commitment to offer targeted guidance and advice to help staff develop their understanding of effective planning, and children show they are making good progress in their learning and development.
- Staff know their key children very well. They work in partnership with parents, colleagues and other professionals to ensure they have all relevant information about the children. Parents comment favourably about the support their children

receive. Staff use information to help keep them well informed about children's care and learning needs. They take account of any individual support required, for example ensuring that children with special educational needs and/or disabilities receive timely interventions. This helps children receive the help they require to catch up.

- Staff are positive role models and act with courtesy and respect during their interactions with children. For example, they ask for children's consent and cooperation before they wipe their noses. Staff build warm and caring relationships with children that support their emotional well-being effectively. In turn, children start demonstrating positive behaviours, including kindness and empathy to their peers. For instance, when a child hurts themselves, their friends offer assistance and reassuring hugs to check their friend recovers quickly.
- Staff provide a variety of activities and experiences in the large outdoor provision. Children demonstrate good physical skills and spatial awareness as they show great delight in being able to navigate balance bikes down hills, avoiding obstacles. They show good control of the bikes and use their bodies to move in a variety of ways. Furthermore, children show good behaviour and cooperation as a group when listening to the instructions and playing 'What's the time, Mr Wolf?' This helps build children's social skills and introduces mathematical concepts in a game as children excitedly count the steps they take. However, at times, staff are disorganised and provide too many activities in the garden, which overwhelms children. Senior leaders intervene and offer direct instruction to staff to address this swiftly. Despite this, children show high levels of involvement in their outdoor play and seek out friends to negotiate their play plans together.
- There is good support for children's language development. Managers and staff recognise and value the importance of supporting all children to develop good levels of communication and language. They read and share stories and songs as well as engage children in regular conversations. Children listen attentively and recall familiar words they have learned from stories and songs they know. They repeat new words, using these in the context of their play, showing they are confident communicators.

Safeguarding

The arrangements for safeguarding are 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:

- strengthen staff's understanding of how to plan and implement educational programmes that are broad and balanced and precisely identify the specific knowledge they want children to learn
- develop staff's understanding of how to plan purposeful learning opportunities in the outdoor provision consistently to support children's knowledge and skills.

Setting details

Unique reference number	2727668
Local authority	West Sussex
Inspection number	10351935
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	61
Number of children on roll	106
Name of registered person	Barnkids Limited
Registered person unique reference number	RP524111
Telephone number	07713324283
Date of previous inspection	Not applicable

Information about this early years setting

Puddleducks Nursery re-registered in 2023. The nursery employs 15 staff, 13 of whom hold an appropriate early years qualification. The nursery is open each weekday, from 8am to 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sherrie Nyss

Inspection activities

- The inspector spoke with senior managers about the leadership and management of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- 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 manager and the inspector carried out a joint observation of a planned activity.
- The inspector reviewed parents' views about the setting.
- The provider showed the inspector a range of documents, including vetting checks, training certificates, and other information to demonstrate the safe and smooth running of the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024