

Puddleducks Day Nursery

Inspection report for early years provision

Unique reference number EY371195
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Inspector Sandra Hornsby

Setting address 3 Holland Road, SPALDING, Lincolnshire, PE11 1UL

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Puddleducks Day Nursery originally opened in 1995, it was re-registered in 2008 to a private provider. It operates from a detached house in the centre of Spalding, and serves the local area. All children share access to a secure enclosed outdoor play area. There is accessibility to the lower floor and upstairs via an internal staircase.

A maximum of 28 children may attend the nursery at any one time. There are 63 children on roll, all of who are in the Early Years Foundation Stage. The setting is registered on the Early years, compulsory and voluntary childcare registers.

The nursery is open each weekday all year from 07.30 to 18.00. The nursery employs 14 staff, 12 of who work directly with the children and hold appropriate early years qualifications, two staff hold a level 4 qualification while three staff are working towards a level 4.

The nursery has a very good working relationship with parents and they work with the local authority curriculum advisor and other professional agencies. The setting actively works with children who have learning difficulties and/or disabilities.

Overall effectiveness of the early years provision

The nursery provides very good care for the children. A balanced curriculum, effective planning, observations and interesting learning opportunities support all children's learning and development. Consequently, all children make good progress and enjoy themselves. Effective monitoring and identification of strengths and weaknesses of the provision lead to improvement and positive outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the educational programme, with reference to supporting children's knowledge and understanding of the world, with particular reference to information technology equipment.

The leadership and management of the early years provision

The provision has a very effective and pro-active management team who lead the nursery very well by example. They ensure staff are up-to-date with their skills, knowledge and understanding about childcare and strongly encourage them to participate in the self-evaluation of the nursery. Respecting staff views and enabling them to develop a common purpose brings success and happiness to the setting and provides positive outcomes for children. They have identified what they

need to do in an action plan and are working towards continuous improvement.

The setting maintains a good selection of up-to-date records, policies and procedures that are adhered to by staff. All required information and policies are in place which support the effective and efficient running of the nursery. The safeguarding policy is current and staff demonstrate a good understanding of what to do if they are concerned about a child in their care.

The setting has a very good relationship with parents built on good communication and lots of good quality information. Parents are respected and children are cared for in line with parent's wishes. This helps children receive continuity of care and parents are made aware they are always important. Partnerships with other agencies are well established and effective. Staff make sure all children's needs are met, including by doing fund raising to purchase specific equipment, and they fully understand that liaising with other agencies is integral to children who may need additional support.

The quality and standards of the early years provision

The setting is buzzing with enjoyment and activity. Children are enthusiastic and interested in what they are doing and they enjoy their play immensely.

Staff are familiar with the Early Years Foundation Stage and confidently help children learn and progress. Children are happy and settled at the nursery and have developed warm relationships with the staff. Babies seek out their familiar key person and smile and wave. They share cuddles and eye contact and are secure in the knowledge that their special person is there to support them. New babies are settled in and their routines respected, which helps them gain confidence and security. Very good organisation and child-led planning ensures that every child has an enjoyable and challenging experience. Observations are simple, but used effectively to identify what children can do. Adult-led activities are well matched to the needs of children, as these are identified through observations and discussions with parents. During free-play children make their own decisions and choose what they want to do. They are creative, thoughtful and engrossed. They use the well organised resources to create role play games about horses, design train tracks and use the computer. However, children have fewer opportunities to use battery operated, remote and digital type equipment which hinders them exploring information technology equipment and becoming familiar with their workings. Children use their communication skills frequently, at circle time they listen to each other and recall what they did earlier. Children are actively encouraged to share news with their friends about their home life. Babies have an array of suitable equipment all immediately available which lets them explore excitedly, as they use their senses and experiment with different textured material, tins, spoons and shakers.

The children are warmly welcomed into the provision by staff and through a homely hallway where they see their work displayed and photographs of themselves and their family members. There is a good range of information displayed in the hallway immediately accessible for the parents to see. These

include the complaint procedure, child protection information, and a copy of the setting's policies and procedures. Children enjoy the well cooked food, healthy snacks and the independence of serving themselves at meal times. Outside play is free-flow and children have regular and consistent opportunities to get fresh air, exercise and develop a healthy attitude to physical play.

The nursery is safe and secure, with locking systems at stairways, fire evacuation procedures practised, and thorough risk assessments being carried out. Children are helped to understand about their own safety as they carry out tasks to keep their environment safe and free from hazards. For example, children instinctively mop the floor if they spill water or paint and explain 'its so they don't slip'.

Staff demonstrate high levels of commitment to making sure all children are included. Effective partnership with parents and other agencies help the nursery embrace children's individual needs and their linguistic and cultural identities. Children use resources and have activities that reflect their home life. Staff adapt activities and provide the right equipment to enable children with learning difficulties and/or disabilities to join in. This helps them have fun, learn and progress at their own rate and gain the most from their time at nursery.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration that required the provider or Ofsted to take any action.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.