

# Puddleducks & POSH Ltd

20 Rugby Road, LEAMINGTON SPA, Warwickshire, CV32 6DG



## Inspection date

7 March 2017

Previous inspection date

17 December 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- All babies and children have fun at this warm and welcoming nursery and thoroughly enjoy their time here. Children's emotional development is well supported. They form close bonds with enthusiastic, caring staff.
- Children who have special educational needs and/or disabilities are very well supported. Staff have established effective links with other professionals involved in their lives to help improve outcomes for children.
- Leaders are dedicated to providing children with good quality care and learning opportunities. They continually reflect on their practice and readily welcome ideas and comments from staff, parents and others to benefit children.
- Staff have established strong partnerships with parents. They use a variety of ways to keep parents informed about children's care and learning. Parents are very happy with the support their children receive and the progress they are making.
- Staff place a strong focus on developing children's language skills. Music and singing have a high profile in the nursery. Children are encouraged to join staff singing songs and rhymes from an early age.

### It is not yet outstanding because:

- The manager does not always compare the progress made by different groups of children as effectively as possible, in order to identify and close gaps in teaching and learning very promptly.
- Links with staff at other early years settings that children attend have not been fully established to help promote consistency when supporting children's learning.

## What the setting needs to do to improve further

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

- compare the progress made by different groups of children more effectively, in order to speed up processes of identifying and addressing gaps in teaching and learning
- build further on the links with other early years settings that children attend to enable effective information sharing.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and the deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Trisha Turney

## Inspection findings

### Effectiveness of the leadership and management is good

The manager monitors staff performance through supervision and appraisals. Staff are well qualified and most have worked at the nursery for many years. They are supported to gain higher level qualifications and access further training to enhance teaching and learning. Staff have implemented effective strategies to promote children's early communication skills. For example, staff's use of visual aids and simple sign language has a positive impact on children's developing language and understanding. Safeguarding is effective. Staff understand their role to protect children from harm. They know what to do should they have any concerns regarding a child's welfare. All relevant checks are undertaken on members of staff to help ensure that they are suitable to work with children.

### Quality of teaching, learning and assessment is good

Children and babies are keen to learn and are busy and active throughout the day. Staff regularly observe each child's ongoing progress. They use their assessments of this information to plan activities that meet children's individual learning needs effectively. Staff encourage children to develop physical skills in preparation for later writing skills. For example, children use their small-muscle skills to position pegs and elastic bands. Older children engage in purposeful conversations with staff and have ample opportunities to enhance their early literacy skills. For example, staff plan various activities focused on traditional stories. Creative skills develop as staff encourage children to use different materials to make their own castle. Children's learning is further extended as they make props, such as coins and beans, to use as they retell the stories. During outdoor play, children imaginatively re-enact the stories they are becoming familiar with.

### Personal development, behaviour and welfare are good

Staff find out important information about children's care and learning needs before they start. This helps them to meet each child's specific requirements effectively and to plan for their good progress from the outset. Children's behaviour is very good. Staff foster children's self-esteem and confidence as they use praise and encouragement throughout the day. Children are helped to learn about healthy lifestyles. They benefit from eating freshly cooked, nutritious meals. There are plenty of opportunities for children to access fresh air and exercise in the outdoor areas. Younger children show their developing independence as they put on their own coats before going outside.

### Outcomes for children are good

Children, including those in receipt of additional funding, make good progress from their starting points. Children register themselves on arrival at the nursery, recognising their names in print. They develop their imaginative skills as they dress up or pretend to cook food in the mud kitchen. Mathematical skills are emerging as children learn to compare, measure and count. Children enjoy taking responsibility for small tasks, such as laying the table and tidying away resources. When the time comes, children have the necessary skills needed to continue their learning successfully at school.

## Setting details

<b>Unique reference number</b>	EY369198
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	1065120
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	90
<b>Number of children on roll</b>	217
<b>Name of registered person</b>	Puddleducks & P.O.S.H. Limited
<b>Registered person unique reference number</b>	RP905157
<b>Date of previous inspection</b>	17 December 2013
<b>Telephone number</b>	01926 422112

Puddleducks & POSH Ltd was registered in 2008. The nursery employs 33 members of childcare staff. Of these, 26 hold appropriate early years qualifications at level 3, two hold level 2 qualifications, one member of staff holds level 4, two level 5 and one has a qualification at level 6. The manager and owner hold qualified teacher status. The nursery opens from 7.45am until 6pm all year round with the exception of bank holidays and a week over Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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