

# Puddleducks@Rising Bridge Ltd

685 - 687 Blackburn Road, Rising Bridge, Accrington, Lancashire BB5 2RY



<b>Inspection date</b>	25 October 2018
Previous inspection date	21 July 2015

<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 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

### The provision is good

- The manager is well qualified and highly skilled. She is committed to her role and shows a strong drive to make improvements to the nursery. Reflective practice is well embedded within the staff who, along with the views of parents and children, contribute to improvement plans.
- Children develop an excellent level of independence from a young age. Toddlers help serve themselves lunch and pre-school children capably use a knife and fork. Staff provide excellent support and encourage children to cut up their food as they say, 'Can you make your green beans shorter?'
- Managers and staff continually strive to establish and maintain effective partnerships with parents. Parents are widely involved in their children's learning. They contribute to assessments and are kept very well informed of their children's progress. Staff provide a wealth of opportunities for parents to continue learning at home, linked to nursery themes, school readiness and children's individual next steps.
- Staff plan well for children's learning. They accurately assess observations made of children's learning and use this information to identify next steps and plan a range of interesting activities and experiences. Children make good progress.
- Children have a superb understanding of healthy lifestyles, including the benefits of a healthy diet. They explain how water keeps us hydrated and the calcium in their milk helps to build strong bones.

### It is not yet outstanding because:

- Although the manager accurately assesses staff teaching, information gained from performance management is not always used effectively to help raise the quality of teaching across the whole team to an outstanding level.
- Occasionally, staff do not support children to follow their own ideas and help extend their critical-thinking skills.

## What the setting needs to do to improve further

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

- devise even better systems of performance management that help raise the quality of teaching of all staff to an outstanding level
- enhance staff's understanding of how to support children to think critically and extend their ideas, to promote their learning even further.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, during play inside and outside.
- The inspector carried out two joint observations with the nursery manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the nursery manager.
- The inspector took account of the views of parents from written feedback and other written comments.
- The inspector looked at children's records, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

### Inspector

Katie Sparrow

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a firm awareness of child protection and understand their responsibility to protect children from harm. The manager has been creative in supporting staff's ongoing safeguarding knowledge. For example, safeguarding information is displayed in various areas of the nursery for staff to refer to. Robust recruitment procedures are followed and the manager regularly checks staff's ongoing suitability. Children's progress is monitored closely. The manager is able to identify any emerging gaps in children's learning and implement support where necessary. Staff work well with other professionals involved in the care and development of the children. Regular information sharing helps to ensure the needs of children are well known and met.

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

Overall, the teaching skills of staff are strong. Staff seize opportunities to steer children's learning in different directions. For example, staff join in with children exploring an animal book. They ask well-posed and open-ended questions about the different animals and skilfully maintain children's interest as they challenge them to find the matching animals from the box. They go on to compare the different patterns and staff introduce new vocabulary very well, describing the differences between the patterns. Babies' emerging speaking skills are also very well promoted as staff provide a language-rich environment and model building sentences.

### Personal development, behaviour and welfare are good

The atmosphere within the nursery is calm and purposeful. Staff offer children an abundance of praise for their positive behaviour. Children listen very well and play cooperatively with their peers. The nursery environment is extremely personal to the children. Displays around the nursery largely incorporate children's work and contributions, to demonstrate the learning they have achieved. This greatly promotes children's feelings of self-worth. Staff provide a wide range of opportunities for children to learn about themselves, their local community and the wider world. Children thoroughly enjoy trips to the local market and church and explore various cultural celebrations throughout the year.

### Outcomes for children are good

Children are working comfortably within the range of development typical for their age. They become confident communicators, contributing to discussions and sharing their ideas. Babies show high levels of curiosity. They use their senses to explore the range of engaging items in the well-presented sensory room. Pre-school children begin to understand letter sounds and can recognise and begin to form the letters of their name. Babies get to know and enjoy the nursery routine, including the social occasion at lunch and snack times. Children are well prepared for their next stage in learning, including the eventual move to school.

## Setting details

<b>Unique reference number</b>	EY476683
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10064197
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	47
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Puddleducks @ Rising Bridge Ltd.
<b>Registered person unique reference number</b>	RP909676
<b>Date of previous inspection</b>	21 July 2015
<b>Telephone number</b>	01706240070

Puddleducks@Rising Bridge Ltd registered in 2014. The nursery is open each weekday from 7.30am to 6pm, all year round. In total, eight staff work at the nursery, all of whom hold relevant qualifications. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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