

Puddleduck Nursery

Howbery Park, Wallingford, Oxfordshire OX10 8BA



Inspection date	31 July 2019
Previous inspection date	2 October 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

This provision is good

- The management team has worked effectively together to achieve good standards of care at the nursery. The team has taken action to maintain ratio and qualification requirements in all rooms, to ensure children's needs are met. Arrangements for coaching and training have been improved to enable staff to interact with children more effectively to support their learning.
- Children are settled and enjoy their time at this happy nursery. Children throughout the nursery form close bonds with the adults who care for them. This supports their emotional well-being and helps them to develop good levels of self-confidence.
- All children, including those with additional needs and those who speak English as an additional language, make good progress from their starting points.
- Children behave well, overall. Staff provide them with good role models and consistently encourage them to say 'please' and 'thank you'. This helps children to learn good social skills.
- Although staff use good questioning to support children's learning overall, occasionally they overlook opportunities to extend children's thinking skills further.
- Staff do not challenge children to do as much as possible for themselves, to encourage high levels of independence in their self-care.
- Staff do not share enough information with all other settings that some children attend, to enable a fully shared approach to their learning and development.

What the setting needs to do to improve further

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

- support staff to further develop their questioning skills to enhance opportunities for children to think through their thoughts and ideas, to take their learning to a higher level
- offer children more opportunities that challenge them to do as much as possible for themselves and help them to be highly independent, particularly in their self-care
- extend information sharing with other early years settings that children attend to support more consistency in their care and learning experiences.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching in the indoor and outdoor environment and assessed the impact this has on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector spoke with parents, staff and children at appropriate times during the inspection. She took account of written feedback provided from parents.
- The inspector had a number of meetings with the management team and sampled documentation, including first-aid certificates and evidence of staff suitability.

Inspector

Margaret Davie

Inspection findings

Effectiveness of leadership and management is good

The manager reflects on the quality of the provision effectively. For instance, she monitors the progress of children across the areas of learning. This helps her to identify and close any gaps in the programmes of learning provided. Staff receive regular supervision and opportunities for professional development. Since the last inspection staff have benefitted from training to help strengthen the quality of their interactions with children and in behaviour management. As a result, children are well supported to make good progress in their learning and development. The arrangements for safeguarding are effective. Staff have a good knowledge of the possible indicators of abuse and know how to escalate any concerns to protect children's welfare. The manager follows safe recruitment practices. This helps her to make sure that staff are suitable to fulfil their roles and to work with children.

Quality of teaching, learning and assessment is good

Staff use the information from their observations and assessments effectively to plan interesting and challenging activities that promote children's learning well. Babies enjoy pouring water between containers. Staff interact with them effectively to extend their learning. For example, during the activity they help those who speak English as an additional language to learn simple words to develop their vocabulary. Toddlers develop their communication and language and enjoyment in learning as they sing 'Ring around the rosie'. They laugh with delight as they and their friends 'all fall down', asking for more and more turns. Older children rapidly learn number skills as they make simple calculations when they play with money in the shop. They practise more-complicated physical skills as they decide how to build a bridge between two tyres with a plank of wood. Their learning is extended as they are challenged to balance and carefully walk across the plank. Staff value the importance of working in partnership with parents. They provide them with daily updates about their child's day, which helps to support good continuity in children's learning between the setting and home.

Personal development, behaviour and welfare are good

Staff help children to understand the needs of others and to share and take turns. For example, staff use timers to help older children to understand when their turn with a popular resource is over and it is time to give their friends a go. Babies follow their own routines and enjoy lots of cuddles with staff. Consequently, they are content in their environment. Children have good opportunities to play and exercise in the fresh air in the well-resourced outdoor areas. They wash their hands and faces throughout the day as needed to minimise the spread of germs. Children's dietary needs are well known by staff and they enjoy healthy meals and snacks. This helps to support their good health.

Outcomes for children are good

Babies explore their environment with interest and are eager to try new experiences. Toddlers listen to instructions and engage well when listening to stories. Older children learn early writing as they use captivating resources, such as light-up and magnetic writing boards, to practise their skills. Children are well prepared for the next stage of their learning, including for their eventual move to school.

Setting details

Unique reference number	EY308572
Local authority	Oxfordshire
Inspection number	10081335
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	57
Number of children on roll	75
Name of registered person	Hayden Associates Limited
Registered person unique reference number	RP907115
Date of previous inspection	2 October 2018
Telephone number	01491 839 815

Puddleduck Nursery registered in 2005. It is run by Hayden Associates Ltd. The nursery is located in a business park in Crowmarsh Gifford, near Wallingford in Oxfordshire. It is open Monday to Friday from 7.30am until 6pm, throughout the year. The nursery receives funding for the provision of free early education for children aged three and four years. It employs 20 staff, including an administrator and cook. Of these, one member of staff holds an appropriate qualification at level 7, two staff at level 6 and nine at level 3.

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