

Puddleducks Day Nursery

Inspection report for early years provision

Unique reference number 220145
Inspection date 26/05/2011
Inspector Hazel White

Setting address Blackmore Community Centre, Butts Croft Close, East
Hunsbury, Northamptonshire, NN4 0WP

Telephone number 01604 763993

Email

Type of setting Childcare on non-domestic premises

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2011

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 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Puddleduck Day Nursery is one of two nurseries which are privately owned and run. It was registered in 1997 and operates from Blackymore Community Centre in the East Hunsbury area of Northamptonshire. The nursery serves the local and surrounding areas and has strong links with the school. It is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery open Monday to Thursday during school term times. Sessions are from 9.15am until 3pm on Tuesday, Wednesday and Thursday and from 12pm until 3pm on Monday. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register. A maximum of 26 children may attend the nursery at any one time. There are currently 34 children attending who are within the Early Years Foundation Stage. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle easily and clearly enjoy their time at the nursery. A key person system is in place to ensure that children's individual welfare needs are known and met and their learning effectively supported. Partnerships with parents and others are fostered extremely well. The management team have a clear vision for the nursery and they are beginning to use self-evaluation as a tool to identify a variety of areas for further development. They demonstrate a good capacity for continuous improvement. Policies and documentation for the efficient running of the nursery are in place and these are generally well organised.

What steps need to be taken to improve provision further?

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

- develop further the staff teams' contribution to the self-evaluation process
- increase the use of open-ended questioning to help children's critical thinking and problem solving skills.

The effectiveness of leadership and management of the early years provision

Children's welfare is protected well because staff have a clear knowledge of their responsibilities with regard to safeguarding children. They have ready access to a comprehensive safeguarding policy to underpin their understanding of their responsibilities in the event of any concerns about a child or allegation of abuse.

The designated person has attended appropriate training and has cascaded this to members of staff who are waiting to refresh their training. Robust recruitment and induction procedures ensure those caring for children are suitable to do so. Systems are also in place to check staff's ongoing suitability. For example, periodically updating police checks and regular appraisals. Children use premises that are safe and secure and they are supervised well at all times. Daily safety checks are completed and detailed written risk assessments are available for all aspects of the provision. These also include separate ones for individual children who need additional support during emergency evacuations. Staff ensure children are collected by an appropriate person and the required records on the children, such as accident records, daily registers and contact details are all in place and generally well organised to help ensure the safe management of children's care.

The nursery is highly committed to working in close partnership with parents and others involved in the children's care and learning. As a result working relationships are extremely effective in helping to ensure children receive consistency of care. A wealth of information is exchanged between staff and parents at the onset of care. Ongoing information about children's development is shared verbally with parents and they are invited to express their views, both formally and informally. For example, through questionnaires and open days. They have easy access to their child's learning journal and are effectively encouraged to contribute to the observation and assessment process to further support their children's learning and development in the home.

The parents spoken to during the inspection commented very positively on many aspects of the nursery. They value the opportunity to share sensitive information about their children during home visits and are delighted with the range of activities their children take part in. A real sense of community exists. Staff have established exceptionally good relationships with other early years settings, such as the local schools and childminders. Children who will be transferring to the local primary school enjoy opportunities to meet their future teacher. Staff work superbly with other agencies and relevant professionals to support the identification and inclusion of children with special educational needs and/or disabilities. Key workers know where to loan specific equipment, actively contribute to review meetings and attend additional training. Consequently, care is tailored to meet the needs of individual children.

The staff team aim to serve the children with a homely environment where their welfare and learning needs are met effectively. This is a 'pack away' setting so staff work very hard to create a child-friendly environment each day. For example, they display the children's art work and set out their favourite toys and activities. Consequently children display high levels of self-esteem and develop a clear sense of belonging. The staff team work well together and children benefit from the care and attention of a high ratio of staff, almost all of whom hold relevant Level 3 qualifications. The provider and staff are beginning to work together to evaluate their provision. However, current systems for self-evaluation do not yet effectively include staff comments. Therefore they are not sufficiently robust to inform and implement a clear and focussed action plan for future development. This is an area that the manager is keen to develop.

All recommendations raised at the last inspection have been successfully addressed. The boiler has been replaced to ensure the temperature of the rooms are consistently warm for children. The designated person has attended training to update her knowledge of the Special Educational Needs Code of Practice. The manager monitors the provision through holding staff meetings to discuss all aspects of the care and learning provided. Children now have more access to resources because storage has been reviewed. Many of these are stored in low-level units so that children can self-select, therefore increasing their independence. Care is taken to ensure that these resources depict a variety of cultures and abilities. such as books, puzzles, musical instruments and role play toys from other cultures. The equality and diversity policy outlines a commitment to promoting inclusive practice, ensuring all children and their families are valued and respected.

The quality and standards of the early years provision and outcomes for children

Children are happy and have lots of fun. They are making good progress in relation to their starting points and staff plan an exciting range of experiences based on their individual needs and interests. The day is structured flexibly and full use is made of the indoor and outdoor environment to maximise opportunities for children's progress and enjoyment. Staff know children in their care extremely well. They thoughtfully consider children's individual needs and personalities and adapt experiences as necessary to help children reach their full potential. Children are observed on a regular basis and staff use what they see and know to assess each child's progress and plan for the next steps in their learning. Generally staff use open-ended questioning to help children's critical thinking and problem solving skills. However, this is not consistent and could mean that some more able children are not appropriately challenged.

Children are very confident in their play. They interact positively with their each other and adults, and enthusiastically welcome their friends at the beginning of each session. Children enjoy easy access to a wide range of toys, resources and equipment, including free-flow to the outdoor play area. They confidently move between the identified play areas making independent choices of what they wish to play with. For example, some children decided that they would like to splash in the puddles after a heavy rainfall. They put on their Wellington boots and rain coats and had a fabulous time. Others enjoyed fantasy play, moving dinosaurs around the land they had created using bandages and paint. They also show good curiosity when looking at and examining fossils. Some can even identify them by using the correct names such as Ammonite.

Children enjoy creating their own pieces of work from a range of resources. For example, a child used empty yogurt pots and cereal boxes to make a camera. The button to operate it was skilfully cut from card to form a disc. It was then taken to the window to see if there were any birds that could be photographed. Children also have opportunities to listen and move to music or create their own musical instruments. They enjoy listening to a dinosaur story and have real fun doing the actions, for words such as 'clattering, shimmying and stomping'. This develops

their love of books and helps them to understand that print carries meaning. Children have good access to mark-making equipment both indoors and out. Older children are beginning to write their names independently and draw recognisable pictures of familiar objects. Access to chalk and paint brushes and water outdoors allows children to freely experiment with marks and shapes as they make patterns on the ground. This extends the children's knowledge that they can write for a purpose.

Children have access to a computer, where they competently manipulate the mouse and follow the simple instructions of the game. They enjoy pretend play in the home corner acting out familiar situations such as, making dinner and doing the washing. Staff promote a caring atmosphere where children and staff develop positive relationships. Realistic rules ensure children understand what is expected of them, such as how to use scissors safely and being kind to one another. Children behave well and staff remain calm and manage unacceptable behaviour appropriately. They have good self-esteem because staff consistently recognise and celebrate children's achievements. For example they are praised for helping to tidy away. Children use an egg timer to help them know when it is their turn to play on popular resources such as the computer and specific bikes.

Staff recognise children's similarities and differences and provide resources which reflect positive images of the wider society. Planned play and learning opportunities enable children to further develop a good understanding of the wider world. They celebrate some festivals and welcome visitors who have different levels of ability. For instance, a visually impaired person bought in some of the equipment she uses in her home which helps her with everyday routines.

Children develop good hygiene habits as they wash their hands before eating and after visiting the toilet. Self-help skills are promoted as they access the facilities independently and are gently reminded of the routine through visual prompts. Children enjoy a balance of healthy snacks during the sessions where they are able to access the snack bar when they wish. Children independently pour their own drinks and select their food. They enjoy easy access to the outdoor play area where they can use a selection of wheeled toys, ball games and climbing equipment. Children have additional opportunities to be physically active in group sessions, moving and dancing to music and songs.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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

