

# Puddleducks of Liss

Newman Collard Playing Fields Pavilion, Hill Brow Road, LISS, Hampshire, GU33 7LE

<b>Inspection date</b>	15/01/2014
Previous inspection date	20/05/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children's independence is fostered well. They learn to put on their coats and shoes for outdoor play.
- Older children are provided with an interesting and varied learning environment.
- Assessments are prepared for the progress check for two-year-old children to help ensure that all children are developing at their expected rate.
- Staff keep parents informed about their children's learning and development and provide information that helps them support this learning at home.

### It is not yet good because

- Risk assessment of outings is not thorough enough and fails to take account of all potential risks. As a result, the provider fails to safeguard children's welfare at all times.
- The key person system is not well embedded and support for younger children does not always enable secure attachments to be formed.
- The quality of teaching and staff interaction with children is variable which means some children are not being encouraged to extend their learning or make as much progress as they could.
- At times there are limited resources available each session that enable babies to fully develop their physical play in the indoor environment.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector spoke to the manager/owner and staff at appropriate times throughout the observations.
- The inspector and manager undertook a joint observation of a teaching activity.  
The inspector looked at children's learning journeys and records, planning
- documentation, the self-evaluation form, a selection of policies and staff suitability records.
- The inspector also took account of the views of two parents spoken to on the day.

## Inspector

Alison Kaplonek

## **Full report**

### **Information about the setting**

Puddleducks of Liss registered in 2007. The setting has been established since 1992 and recently re-registered as a private setting. It is situated in the pavilion at Newman Collard Playing Fields in the village of Liss, near Petersfield in Hampshire. The setting is open each weekday from 7.45am to 6pm all year round, with the exclusion of bank holidays. Children can attend full day care or for a variety of sessions. All children share access to an enclosed outdoor play area. Puddleducks of Liss is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 61 children in the early years age group on roll. The nursery provides free early education for children aged two, three and four years. The older children may attend the breakfast and after school club. The registered provider provides a holiday play scheme at a different site. Puddleducks serves the local community and the surrounding area. The setting employs 12 members of staff, eight of whom hold appropriate early years qualifications at level 3 or above.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- implement a clear and well understood risk assessment for outings to ensure that steps are taken to remove, minimise and manage risks and hazards and ensure equipment is used in the manner for which it is designed
- improve the key person system to ensure that all staff are aware of children's next steps to enable them to promote and support learning that matches children's individual needs.

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

- improve staff interaction and questioning techniques, so that these extend children's learning by prompting them to think, for example by asking 'I wonder what would happen if...'
- increase opportunities for babies and toddlers to develop their physical skills, such as climbing, pushing and balancing.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children are mostly secure and settled within the nursery. Many move confidently from activity to activity and enjoy the varied experiences on offer. They make choices and benefit from the praise and encouragement they receive from staff, who join in with their play. Babies and older children are provided with a wide range of familiar activities and resources, many of which are available everyday or changed regularly. This gives them confidence to know what they can play with and where to find their favourite toys and play materials. Babies and toddlers enjoy exploring the small boxes of cars and soft balls or looking at books with staff. Older children enjoy time spent in the outside area and develop some physical skills as they use the range of equipment provided. They enjoy playing football and negotiate turn taking and sharing. Babies are taken out for walks in the local environment and enjoy watching the trains go by or visiting the library bus. However, there are few resources put out during the session that develop babies' climbing and balancing, or which stimulate and challenge the development of their physical skills during indoor play. This reduces their physical play experiences.

The key person system helps to ensure that staff know the children reasonably well and are able to give sound attention to their individual needs. However, some key staff are less sure of the next steps for their key children and do not have effective systems in place to help them identify these. Although they record observations and assessments these are not always kept up to date, or made available to share with other staff. For example, when a young child moves to a new room staff are unaware of who the child's key person is and the child's assessment records are not available. As staff are then not aware of the children's learning and development needs they are not all able to fully promote and support learning that matches children's individual needs.

The quality of teaching is variable. Some staff interact well with children and question them skilfully during activities to stimulate their thinking. Other staff support children as they choose activities, but miss opportunities to introduce new language or ideas to children during these. They sometimes ask closed questions which do not always engage and challenge children sufficiently and this has an impact on young children's learning and development. For example, staff ask children what colour the pasta is or what it feels like but do not encourage children to explore their own ideas or set children sufficient challenges.

Children's language development is sufficiently well promoted, as most children chat confidently to each other and staff during activities and at meal times. Staff speak clearly and carefully to the children. Babies learn new words as they look at books or sing songs. Toddlers and older children use crayons, paints or gloop to make marks or create their own pictures. Older children enjoy looking at the marks their boots make as they walk through the mud and then onto the large piece of paper. They talk about the size and shape of the marks they make. They talk about menus as they use the play food and use their emerging writing skills as they note down the orders. Older children speak clearly and are able to make their wishes known to staff and their friends. They confidently ask

for resources or support from staff.

Some staff plan children's individual next steps and ensure that the activities and experiences provided cover all areas of learning, both indoors and outside. However, this is not consistent amongst all staff. They try to put out different resources each day to provide a variety of activities for children to take part in. Staff establish what children can do when they first start through talking with parents and requesting an 'All about me' sheet is completed for each child. Planning for individual children is based on further observations and assessments. Key staff then plan individual next steps for each child. This information forms a 'learning journey' for each child. However, as some records are not appropriately completed it is more difficult for key staff to share and update children's assessments or check their next steps. Children's development is tracked using a detailed sheet, which ensures coverage of all areas of learning and provides staff with an overall picture of each child's progress. Assessments are prepared for the progress check for two-year-old children to help ensure that all children are developing at their expected rate. Staff provide parents with a written summary of their achievements and their children's identified next steps for learning. Staff talk to parents and keep them informed about their children's learning and development and parents can look at their children's learning journeys at any time. This helps to promote continuity of learning between the nursery and home.

### **The contribution of the early years provision to the well-being of children**

Most children move freely around the various playrooms and the outdoor space at the nursery. The younger children are escorted downstairs and then taken out of the building for walks. Non-mobile babies use the nurseries double buggies on outings. They get fresh air as part of a healthy lifestyle. Older children learn about keeping safe as they are reminded to use scissors carefully and not to run indoors in case they knock into other children. They know that they must wear a coloured band when playing outside and are able to put these on themselves. They are independent and put on their own hats, shoes and coats before going outside to play. This all helps to prepare them for their eventual move to school.

Children sometimes use the community play area, which is situated close to the nursery. However, they are not always fully protected when using the larger equipment. For example, older children are not encouraged to use equipment as it is intended to be used when regularly playing in the park. Although the settings risk assessment shows that children must use equipment correctly, staff do not always teach them this. For example, the manager and staff state they allow children to run up slides and climb down the steps to learn to take risks. However, a child was seriously hurt while doing this and since this incident, staff and management have not made any changes to how children use this equipment. This does not help children to appropriately learn how to keep themselves safe or safeguard them.

The children follow suitable hygiene routines as they access the toilets independently and use the soap and towels provided. Children confidently help themselves to food and drinks

at snack time and most bring a packed lunch for their midday meal. The nursery offer the option of a hot, nutritious meal at midday for the younger children and at tea time for the children who attend the after school club. Older children enjoy sitting at the table and talking with their friends and staff. Staff are aware of and support any allergies, food preferences or health needs the children may have. Babies are protected from the spread of infection as staff follow good hygiene procedures while nappy changing. Staff meet the children's individual needs for resting and babies and younger children are able to sleep at a time agreed by their parents.

The key person system, although not fully effective, generally helps to ensure that parents are familiar with the member of staff who is responsible for the well-being of their child. Most babies and younger children form secure bonds with staff and some reach out for cuddles when they wake up or sit on an adult's knee while looking at books. They confidently move around the playroom, exploring the toys provided for them or helping themselves to others in storage boxes. Some younger children who have just moved from the baby room to the pre-school room are less well supported. They move freely between resources and explore and investigate the play materials, but do not always settle and sometimes seek attention from visiting adults. Staff do not always give these children the extra attention they require when playing in a room of predominantly older children. They do not adapt their interaction and teaching to communicate or model language, or explain what the older children are doing.

Staff deploy themselves reasonably well within the different areas of the playroom, so that most children are helped and supported as they take part in activities. Management maintain ratios during lunch times and when staff are off sick by covering certain areas of the nursery themselves. Staff are kind and caring and often help children learn about sharing, taking turns and developing their independence. They talk to older children about being kind to their friends and waiting for their turn with particular toys. They have strategies in place to manage any behaviour issues and keep records of any incidents or accidents which may occur on the premises.

The nursery provides a wide range of age-appropriate toys and equipment within the main pre-school playroom. Most children confidently help themselves and make up their own games. For example, a group of boys play football outside together, negotiating turn taking and developing the rules. Another group of girls play in the role play caf area, pretending to make meals and asking each other what they would like to eat. Babies and younger children have a sound range of equipment to cover most areas of learning reasonably well.

### **The effectiveness of the leadership and management of the early years provision**

This inspection took place following Ofsted receiving information from the provider regarding an accident at the play park used regularly by the setting. This raised concerns about children being put at high risk as they are allowed to use equipment in a manner for which it is not intended to be used. The inspection found that risk assessments have since

been drawn up for use of the play equipment and these include ensuring that children use equipment correctly. However, these risk assessments have not been implemented and children are still at high risk of injury as they are allowed to use equipment incorrectly. This is a breach of both the requirements of the Statutory Framework for the Early Years Foundation Stage and the Childcare Register, which compromise children's safety. As a consequence, actions have been raised.

The nursery provider has clear policies and procedures in place which are all shared with parents and staff. This allows parents to be informed about how staff are safeguarding and protecting children or managing any behaviour issues. The manager takes responsibility for safeguarding children and is appropriately qualified. Staff understand their responsibilities and they keep records of any accidents, injuries or risks to children. Staff are clear about procedures to follow if they have any concerns about the welfare of children in their care. They keep records of bumps and bruises which children may arrive at nursery with. They monitor these for individual children and know how to make a referral to the necessary authorities, should the need arise. Overall however, arrangements for safeguarding and protecting children are not always secure and children are not fully protected.

Recruitment, vetting and induction procedures are sound and enable clear assessments to be made of staff suitability to work with children. Staff turnover is low, providing consistency of care for the children. Management carry out annual appraisals with all staff and these meetings help to identify further training requirements to help drive improvement in practice. Many staff have completed training in keeping children safe and have a first aid qualification. Some staff are qualified in early years and some in play work and others are attending training courses at present. This has a positive impact on the care and learning for children.

Staff work with parents, other agencies and their local authority staff to support all children, including those with any particular needs or who speak English as an additional language. Parents receive a wide range of information about the nursery's practices and their children's learning and development. They have access to information put up on notice boards and through regular newsletters. They are invited in to discuss the care and education for their children with key staff. Parents sometimes work with key staff to set the next steps for their children, for example by asking staff to concentrate on potty training or helping children use scissors. Some parents state that they are pleased with the way their children have settled and with their progress. Children's progress is monitored by staff, who use tracking forms showing children's level of development in each area of learning.

Management understand their responsibilities in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. Management have started to carry out some self-evaluation and to ask parents for their opinions regarding the nursery's practice. They are able to identify some areas for improvement and there are plans to extend the building to enable more places to be provided. However, the quality of teaching and interactions with younger children and the success of the key person system in promoting and supporting learning do not fully support all children to make good

progress in their learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

#### **To meet the requirements of the Childcare Register the provider must:**

- ensure that the equipment used is safe and suitable for childcare (compulsory part of the Childcare register).
- ensure that the equipment used is safe and suitable for childcare (voluntary part of the Childcare register).



## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY348337
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	940577
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	35
<b>Number of children on roll</b>	61
<b>Name of provider</b>	Puddleducks of Liss Ltd
<b>Date of previous inspection</b>	20/05/2013
<b>Telephone number</b>	01730 893472 or 893472

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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