

# Puddleduck Day Nursery

22 Priory Crescent, Southsea, Hampshire, PO4 8RL



<b>Inspection date</b>	8 September 2015
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- The quality of teaching is consistently strong. Qualified staff provide excellent role models to trainees, which has a positive impact on the quality of interaction across the nursery. Leaders show a very strong commitment to improvement.
- All children are confident and independent learners and well prepared for the next stage in their learning. They benefit from the routine and structure of the day and the wonderful organisation of the learning environment inside and out. This enables children to make their own choices about where they play and what they choose to do. Consequently, children play a dynamic role in their learning.
- Secure trusting relationships are established between children and staff. Key persons have an excellent knowledge of children's interests and family situations. Babies' and young children's individual routines are followed and moves within the nursery are well-planned. Consequently, all children are fully supported and emotionally well-prepared as they move on to the next stage in their learning.
- Strong partnership working ensures that parents play an active role in their child's early learning. Staff build on children's interests and family situations to plan exciting and challenging experiences for children. Parents are very much included in this, and in the assessment of their child. They are kept very well informed about their child's progress and how to support their learning at home.

### It is not yet outstanding because:

- Leaders do not have a secure picture of how well groups of children who attend the nursery are progressing.

## What the setting needs to do to improve further

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

- introduce systems to monitor the progress made by different groups of children in order to identify and close any differences in achievement.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning both indoors and outdoors.
- The inspector held a meeting with the provider and the management team.
- The inspector spoke with staff and children across each of the different units within the nursery throughout the inspection.
- The inspector conducted a joint observation of circle time in the pre-school room with the manager.
- The inspector spoke to parents and took account of their views.
- The inspector looked at a range of documentation, including records of the progress children have made, evidence of suitability of staff working in the nursery, incident records, action plans for improvement and the record of complaints.

### Inspector

Gill Wallace

## Inspection findings

### Effectiveness of the leadership and management is good

The management team have high expectations of all staff and their shared vision is embedded in practice across the nursery. Leaders place a strong focus on staff performance and development. For example, staff benefit from six-weekly supervision meetings and receive regular feedback on their performance and ways in which they can improve. This helps to ensure all staff are fully supported in their personal and professional development. Recent training, for example around effective communication with children, is having a positive impact on improving the quality of teaching. Safeguarding arrangements are effective. All staff have a secure understanding of their responsibilities to safeguard children and implement stringent procedures and practices to support children's health, safety and well-being.

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

Babies delight in opportunities to explore with different textures and materials rubbing the soft brush across their face and hands and crinkling up the tissue paper in the tray. Staff pick up on children's interests and make the most of every opportunity to extend their learning. For example, they transfer cornflakes into a big tray from the role-play area as toddlers show delight in stamping on these to make a crunching sound. Staff introduce shapes and patterns and model how to draw these when playing with the shaving foam. All staff place a very strong focus on supporting children's language and communication and their literacy skills. For example, older children learn actions to link sounds to letters. They identify objects that begin with the same sound as the first letter of their name and recognise their name card which they place on the welcome board.

### Personal development, behaviour and welfare are good

Children show high levels of self-esteem and learn to value themselves and one another in the nursery. Recent discussions about holidays provided wonderful opportunities for older children to learn about different countries, including Italy. Staff skilfully tuned-in to children's interests enabling them to make pizza, explore how spaghetti changes when cooked and build models of famous landmarks. Children are helped to manage their own risks. For example, staff encourage children to work out solutions for themselves when they notice one of the crates on the building site is broken. Children work exceptionally well together solving the problem as they fetch tape and cones to cordon off the area while their peers work out how to fix it. Staff act as positive role models to children and older children discuss and agree their pre-school rules. Consequently, all children begin to learn right from wrong from a very early age.

### Outcomes for children are good

Staff make excellent use of information gained from assessment and children's interests to provide activities which challenge children and help them to make good progress in their development. Families who face challenging circumstances and those children who have specific needs are identified and appropriate support and intervention is provided to ensure they are well supported. Older children are well prepared for school.

## Setting details

<b>Unique reference number</b>	EY481404
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	1024187
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Duckpond Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02392731466

Puddleduck Day Nursery re-registered in 2014 and is run by a private provider. The nursery operates from ten rooms in a converted house. Children have access to two outdoor play areas. The nursery is situated in a residential area in Portsmouth. It is open each weekday from 7.30am to 6pm for 52 weeks of the year. This provision is registered on the Early Years Register.

There are 11 members of staff, eight of whom hold appropriate early years qualifications, seven at level three. The setting provides funded free early education for children aged three and four years.

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