

Puddleducks Day Nursery

Inspection report for early years provision

Unique reference number 315312
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Inspector Clare Henderson

Setting address Epping Drive, Woolston, Warrington, Cheshire, WA1 4QL

Telephone number 01925 838967
Email pducks1@aol.com
Type of setting Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Puddleducks Day Nursery was registered in 1999. It operates from four rooms in a purpose-built unit within the grounds of Woolston CE Primary School, Warrington. A maximum of 64 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 all year round excluding Bank Holidays. All children share access to a secure enclosed outdoor play area. Puddleducks is a private nursery that serves the local community.

There are currently 149 children aged from three months to under five years on roll. Of these, 26 children receive funding for early education. The nursery supports children with additional learning needs and also children who speak English as an additional language. Children attend for a variety of sessions.

The nursery employs 24 members of staff. Of these, 22 hold appropriate early years qualifications. Two members of staff, including the current manager, have QTS status. The nursery is a member of the National Day Nurseries Association. The setting is registered on the Early Years and Childcare registers.

Overall effectiveness of the early years provision

This outstanding nursery provides an excellent start for all its children. The main reasons for its success are excellent leadership from the manager, enthusiastic staff, high staffing ratios and wholehearted support of parents. This, accompanied by excellent practice, ensures every child, from baby through to pre school, is treated as an individual and their unique needs are met. Consequently, its capacity for future improvement is outstanding. The school has introduced the revised Early Years Foundation Stage (EYFS) curriculum effectively. However, staff and particularly those newly appointed, have not had quite enough training in using the EYFS framework to carry out observations. Within the learning and development elements of the setting's work, a minor area for improvement is to give children in each age group further opportunities to engage in problem solving activities in the outdoor areas.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- increase staff training in use of the EYFS in undertaking observations of children's progress
- give children in each age group further opportunities to engage in problem solving activities in the outdoor learning areas.

The leadership and management of the early years provision

Leadership and management are outstanding. As a result, children make outstanding progress in their learning and development. Parents agree and speak in glowing terms about the school commenting 'it's a fabulous place', 'children learn so much here' and 'everyone is made very welcome'.

The school has built well on the good practice identified at its previous inspection. The quality of its self-evaluation is outstanding. Managers review the work of the school methodically and this leads to well-considered action plans for improvement. The setting runs extremely well on a day-to-day basis. Resources are used exceptionally well to improve the outcomes for the children. Links with parents, carers and extended services are extremely good and these contribute very well to ensuring that children's individual needs are met.

In this happy and very well organised school, safeguarding arrangements and those for child protection are strong and supervision is at a high level at all times. Outstanding leadership by the manager ensures that everything works extremely smoothly and children's unique needs are catered for exceptionally well.

The quality and standards of the early years provision

Learning and development are outstanding. The school provides children with exciting and fun filled learning opportunities in the age related rooms, in outside play areas and within the locality. For example, during the inspection, a group of six babies in their kiddibus pram went to feed the ducks in the local park. This gives very young children the opportunity to explore their locality and to extend their speaking and listening skills very well. However, children in each age group have relatively few opportunities to extend their problem solving skills in the outdoor areas. Staff are developing their skills at carrying out observations using the EYFS framework. However, the quality varies, reflecting the lack of further training in this important element of their work.

The quality of children's welfare is outstanding. Children's safety and security are paramount without quenching their desire to learn new experiences. Themes such as 'around the world' enable children to learn about and try, for example, different types of bread and fruit. This encourages them to experience a variety of tastes and learn about other world wide traditions. Children are encouraged to be healthy and they learn from their first days in the nursery to care for themselves and for one another. For instance, three and four year olds willingly set the tables at lunchtime and children aged two years are given opportunities to persevere at a task if they wish. This was observed when a two year old was encouraged to stay 'writing' a letter to Father Christmas for as long as they wanted. Children learn how to keep themselves safe through visits from people in their local community, such as police and road safety officers. They willingly raise money for others less fortunate than themselves both within their local and national communities. The school has excellent links with local schools and consequently children see the move to 'big school' as a smooth and enjoyable experience.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There has been one complaint made to Ofsted since the last inspection, this case is now closed.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.