

Inspection of Puddleducks Day Nursery (Baldock) Limited

Butterfield House, Hitchin Street, Baldock, Hertfordshire SG7 6AE

Inspection date: 19 September 2024

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enthusiastically embrace the activities and resources that staff provide to help them explore and learn. Children move around the rooms and garden, choosing what they would like to investigate or play with. Children sit in comfortable corners and look at books, which staff willingly read to them. Babies and very young children snuggle up with staff and quickly foster a love for books. They turn the pages, pointing to familiar animals and characters. The words children hear in stories, rhymes and the many positive interactions they have with staff, contribute to children's growing vocabulary. By the time they leave for school, children are confident, articulate individuals.

Children behave well. Staff support them to recognise their own emotions and those of their peers. From a young age, children are encouraged to share and to respect others. Children follow simple instructions, such as lining up before they return into the building from the garden. The caring staff act as positive role models. In turn, children replicate what they see and hear, contributing to a harmonious environment in which to play and learn.

What does the early years setting do well and what does it need to do better?

- Since their last inspection, the provider, managers and staff have worked hard across the nursery to fully embed an effective curriculum that supports children to build on what they already know and understand. Staff have received focused training and support to help strengthen their knowledge and understanding of how children learn, contributing to their good teaching skills. As a result, all babies and children make good progress in their learning and development.
- Children enthusiastically make use of the natural resources that staff provide for them. This helps to trigger their curiosity and creativity. For example, children squeeze juice from oranges to make 'potions'. Very young children smell lemon and lime segments in a water tray. They scoop the fruit into jugs, helping to strengthen their hand muscles. Staff describe what children are doing, using language such as 'full' and 'empty'. This helps to introduce children to new concepts that they can build on. Older children delight in drawing faces on vegetables, such as leeks and carrots. They think about the features they need to include and identify facial expressions, such as 'happy' or 'sad'. Staff ask children about different emotions, consolidating children's knowledge.
- Babies and children quickly settle in the nursery. Staff gather detailed information from parents about their children before they start in the nursery. This includes information about care routines, dietary requirements, children's interests and what they already can do and understand. This helps staff to incorporate familiar routines and activities right from the start. For example, the nurturing staff settle babies to sleep in similar ways to their parents and carers.

They rock them in their arms or settle them in cots, helping babies to feel safe and secure.

- Partnerships with parents are good. Parents report that leaders and staff are 'highly approachable', and feel that their voices are heard. Staff update parents about their child's day during collection and drop off times. They also send regular information about children's care through a secure electronic app. Termly reports help staff to share children's progress. They share ideas for parents to help support children's next steps in learning at home in addition to the activities that staff provide in the nursery. This contributes to consistency in children's care and education.
- Children enthusiastically join in the activities that staff create that link to books and stories they share together. Staff leave resources out for children to return to later. This allows children time to repeat and practise the enjoyable experiences they have, helping them consolidate their learning. However, there are times when some staff do not accurately assess when to add precisely focused challenge to children's self-chosen play and experiments, to help support learning at the highest level.
- Over time, children develop skills to help promote good health and hygiene. However, on occasions, staff do not help children to understand why it is important to follow these positive routines and rules.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to recognise when to add even more targeted challenges to children's self-chosen play and investigations
- encourage staff to consistently help children to develop a strong understanding of why it is important to follow the positive health and hygiene routines that are in place.

Setting details

Unique reference number	146487
Local authority	Hertfordshire
Inspection number	10321027
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 at time of inspection	0 to 4
Total number of places	100
Number of children on roll	89
Name of registered person	Puddleducks Day Nursery (Baldock) Limited
Registered person unique reference number	RP908965
Telephone number	01462 490955
Date of previous inspection	16 November 2023

Information about this early years setting

Puddleducks Day Nursery (Baldock) Limited registered in 1995 and is located in Baldock, Hertfordshire. The nursery employs 21 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, 8am until 6pm, all year round. The nursery provides government funded places for childcare and education for children between nine months and four years of age.

Information about this inspection

Inspector

Katrina Rodden

Inspection activities

- The manager took the inspector on a learning walk of the nursery. They discussed the curriculum and the impact it has on children's progress.
- The inspector observed activities in the group rooms and garden. She spoke to staff and children at appropriate times throughout the inspection.
- The manager joined the inspector to watch a planned activity together. They discussed what they had seen.
- The inspector looked at a range of documents, including the evidence of the suitability of staff.
- The provider and manager held a meeting with the inspector.
- The inspector spoke to a small number of parents, and read emails and testimonials sent in by parents for the inspection.

We carried out this inspection 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.

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