

Inspection of Puddleducks Daycare Ltd

36 Swan Lane, Evesham, Worcestershire WR11 4PA

Inspection date: 11 April 2024

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is not assured. This is because staff and managers do not properly understand their safeguarding responsibilities. They have failed to recognise when children may be at risk of possible abuse. Consequently, safeguarding policies and procedures have not been followed. Referrals to other agencies about possible child protection concerns have not been made in a timely way, which leaves children at risk of harm. Furthermore, record keeping is poor. The manager relies on their memory to recall details of safeguarding concerns and incidents. They do not recognise the importance of the accuracy of information in order to safeguard children.

Children generally enjoy their time at the nursery. They join in with a varied range of activities and experiences, which staff plan and provide. Children delight in playing outdoors. They practise their physical skills as they pedal on bikes and climb up different structures using steps and ladders. Staff deploy themselves closely to children to supervise them and minimise potential safety risks, such as when children climb to higher levels. Children are keen to learn about the world around them. They observe tadpoles and listen intently to staff who talk about how the tadpoles are growing into frogs. Children are excited to show new people the caterpillars they have found in their garden. That said, staff do not vary or adapt activities and learning opportunities that children access to challenge children and extend their learning even further.

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

- Staff, including the manager who is the lead practitioner for safeguarding, lack knowledge of their role to keep children safe. They have failed to identify signs that could indicate children are at risk of abuse or harm. While staff and managers know how to report child protection concerns to other professionals, they have failed to implement an effective safeguarding policy and procedure to do this when concerns have arisen. This means that children are not safeguarded.
- Information and record keeping is weak. Child protection records are unclear because they lack vital information and detail. While the manager is able to recall some of this detail, they do not recognise the importance of maintaining accurate evidence. This impacts on the safe and efficient management of the setting and the safeguarding of children.
- The manager has worked with staff to design a curriculum that sequences children's learning. This is implemented well to support children to become prepared for their transition to the next age group, and for their eventual move to school. Staff plan and provide a varied range of activities that help children to make progress in their learning. However, on occasions, activities planned are

not matched closely enough to the developmental stages of children. For example, younger babies are provided with some resources that they do not yet understand how to use. As a result, they do not fully benefit from the learning intended.

- There is a knowledgeable coordinator identified to support children with special educational needs and/or disabilities (SEND). They work closely with staff and parents to address any delays in children's development. The coordinator helps to devise plans to provide children with the support they need to close gaps in their learning. They understand how and when to seek help from other professionals so that children receive the help they need.
- Children generally behave well. They follow requests to tidy up, and staff join in to model their expectations. Children are supported to share resources and take turns during activities. However, sometimes transitions between activities and routines takes a very long time. During these periods, some children get bored or frustrated. This has some negative impact on children's behaviours and reduces the amount of time available to continue their learning.
- Parents speak positively about the nursery. They welcome the information shared with them about their child's care and learning through daily handovers. For those children who speak English as an additional language, parents comment about how well their child's communication and language has developed.
- Children develop their independence and self-help skills. They put on their own coats and shoes before going outdoors. Older children help to give out cutlery to their friends at mealtimes. Children who bring their own packed lunches learn how to open their food packaging.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that all staff, including the lead practitioner for safeguarding, can identify signs of possible child protection concerns and understand the procedures to report these in a timely way	29/04/2024

implement an effective policy and procedure to safeguard children	29/04/2024
ensure that all information and records are clear, sufficiently detailed and effectively organised in order to keep children safe.	29/04/2024

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

- review transitional times in routines to reduce the amount of time that children spend waiting
- support staff to develop their teaching skills to consistently stretch and extend children's learning further
- look at the planning for activities and experiences so that these are matched more closely to children's developmental stages.

Setting details

Unique reference number	EY385959
Local authority	Worcestershire
Inspection number	10317479
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	66
Number of children on roll	132
Name of registered person	Puddleducks Daycare Ltd
Registered person unique reference number	RP528651
Telephone number	01386 765446
Date of previous inspection	31 May 2018

Information about this early years setting

Puddleducks Daycare Ltd registered in 2008. It is situated in Evesham. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery employs 22 members of childcare staff. Of these, 18 hold qualifications at level 3 and one holds a qualification at level 2. The nursery is in receipt of early education funding for two-, three-, and four-year-old children.

Information about this inspection

Inspector

Lisa Bennett

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The manager and inspector carried out a joint observation to evaluate the effectiveness of teaching.
- The inspector spoke to parents and viewed written feedback from parents to take account of their views.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of teaching to assess the impact of this on children's learning.
- The inspector spoke with the provider and manager about the leadership and management of the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2024