



## Inspection Report

**Mrs Puddleducks Day Nursery**

**Rassau Resource Community Centre Ltd  
School Road  
Rassau  
Ebbw Vale  
NP23 5PP**



**Date Inspection Completed**

21/05/2021

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## About Mrs Puddleducks Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Rassau Resource Community Centre LTD
Registered places	60
Language of the service	Both
Previous Care Inspectorate Wales inspection	First inspection
Is this a Flying Start service?	<a href="#">Manual Insert</a> No
Does this service provide the Welsh Language active offer?	Working Towards

## **Summary**

This is an inspection undertaken during the Covid-19 pandemic; therefore, we have focused on the priority areas for this setting and not the full quality framework.

The nursery is very child centred with a strong emphasis upon children's participation and consultation. Children are very happy and comfortable in their surroundings and form warm relationships with staff. Staff are professional, responsive and attentive to the children. Comprehensive policies and procedures are in place to keep the environment safe, secure and clean and staff implement these well. Leadership and management arrangements are very good and staff are satisfied in their work. Consultations with parents, children and staff contribute to the developments of the service. The nursery is maintained to a very good standard and it promotes children's play and learning exceptionally well. The responsible individual is very experienced, organised and dedicated to providing an excellent service. Staff are motivated and share this positive ethos.

## Well-being

Children have easy access to toys and play equipment. They have a strong say in planning their play, in line with their ideas or interests. For example, we saw song baskets and wooden spoons with images of songs on them, which help non-verbal children make choices about the songs they wish to hear. Children influence the menu through food tasting sessions. They can also express their ideas and opinions during circle time. Children helped develop the outside play area. Their choices of a music centre, buddy bench, work bench and water wall make their outside play stimulating and fun. Afterschool club discussed and implemented their own policy on bullying and behaviour.

Children are very happy, settled and relaxed. The settling in policy and keyworker system helps children become used to their surroundings, routines and staff. Resources including books, games and musical CD's reflect and celebrate children's diverse cultural backgrounds so that all children feel valued. Children's work is valued and displayed to build their sense of belonging and self-esteem. Children access resources that support them in understanding their own and others' emotions and how to express these appropriately.

Children play very well together showing patience and respect for their friends. They respond well to staff and follow simple instructions. They develop their social skills and friendships. For example, one child asked another if they could take turns to ride on the bike. The children were able to negotiate successfully how this would happen without needing help from staff. Children spontaneously say 'please', 'thank you', and are eager to help friends.

Children are very happy in their play and enjoy the outside space. They concentrate well, for example, when learning to peddle a trike. There are lots of photographs of children participating in a wide array of fun activities. For example, showing smiling children celebrating 'Holi' when they had covered themselves and their surroundings in lots of different coloured paint. One parent wrote that their child "doesn't stop talking about the water wall".

Children are learning to be independent. The nursery practises the "I am independent" approach encouraging children to do as much for themselves as possible in line with their age and stage of development. Older children wash and dry their hands, store away their belongings, tidy up and problem solve during play. Play opportunities help develop their confidence and this in turn supports them to learn new skills.

## Care and Development

Staff implement procedures to keep children safe and promote their development and well-being. These include Covid-19 procedures regarding cleaning, socially distancing and ensuring children sanitise their hands regularly. Staff know children's allergies, dietary requirements and medical needs. Staff have a clear understanding of the safeguarding procedures and their responsibilities to keep children safe. They complete records relating to accidents, incidents and medication appropriately. Staff encourage indoor and outdoor exercise promoting children's physical well-being. Staff regularly practise fire drills with children. They help children understand healthy lifestyles through promoting healthy eating, personal care, safety, and developing good relationships.

Staff have a very good understanding of the children's needs. They have received training to identify and manage children's behaviours at different stages of their development. Staff treat children kindly, calmly and practise appropriate behaviour management strategies; for example, using reward stickers. They provide appropriate activities for children's individual abilities and encourage children's curiosity. They have good relationships with their colleagues and communicate well with each other. This ensures children are appropriately supervised and supported at all times.

Staff have the skills and knowledge to identify children's individual needs and plan appropriate learning opportunities. They set up areas so that children are curious and have choice in how they wish to play. They have very effective planning, observation and assessment tools, which they implement well. Staff have trained in 'risky play' management. They support children to make decisions and grow in confidence. For example, one child learning to ride a trike carefully followed the staff's instructions when riding down a slope with staff attentively assessing the risk/benefit for the child. All room leaders have trained in speech, language and communication skills to support children's communication. Individual learning plans are developed with an Additional Learning Needs co-ordinator when needed.

## Environment

The nursery is very welcoming for children, clean and suitably maintained. All staff implement procedures and risk assessments in line with Welsh Government guidance to keep children, staff and the public safe. The building is secure preventing any unauthorised people entering the premises. Staff understand the importance of following daily safety checks and procedures. They complete risk assessments of their base rooms and outside areas and enable risk-taking play through appropriate support and supervision of children. The person who runs the service has opened an extra base room for babies to ensure social distancing. There are regular checks of accidents and incident forms to identify and respond to any emerging risks or maintenance issues. The nursery is light and spacious, providing children with ample space to play and learn. Base rooms are decorated in neutral calming colours and contain lots of natural materials and soft lighting. Sleep areas are well organised and quiet with procedures in place to check on sleeping children. Toilets are clean and accessible for children. Children have access to an exciting outside play area, designed using wooden environmentally friendly equipment, which enhances learning, and play opportunities. The building has disabled access throughout.

Toys and play equipment are of a high quality. There are for example, wooden and natural play resources. There are a good range of multi-cultural resources, which encourage children to have an understanding and value of other cultures. Systems for monitoring resources ensures they are of a high standard. Further developments of the nursery are planned and outlined in the service review.

## Leadership and Management

There is excellent leadership and strong policies and procedures in place to ensure the nursery operates to high standards. People who run the setting have a clear understanding of their role and responsibilities and undertakes these very competently.

There is a strong vision for the service, which is communicated well to all staff who participate and support these goals. The person in charge undertakes an annual quality of care review. Consultation with parents, staff and children is meaningful and leads to the development of the service. For example, the development of the older children's garden highlighted the need for a separate baby garden area. Welsh language is an area identified for improvement.

People who run the setting use effective strategies to support staff and ensure the nursery operates smoothly. Recruitment and induction procedures are thorough and equip staff to do their job well. Employment history is checked to ensure any breaks in employment are explained but these are not currently recorded. Staff receive regular supervision and records demonstrate these are meaningful and support professional development. For example, staff working with babies had completed age specific training for their children and the staff member supporting children with additional needs had completed autism training. There is sufficient cover for holidays, sickness and training. Staff told us they felt well supported and confident in their role.

People who run the setting work with parents to improve children's learning and have established good partnerships. The nursery has formed strong links with the community and positive relationships with other professionals. For example, they held meetings with the local authority to ensure that initiatives such as the environmental ratings scale, healthy pre-school scheme and speech and language programmes have not been disrupted during lockdown.



## **Recommendations to meet with the National Minimum Standards**

R1. Record full employment histories within staff files.

**Areas for improvement and action at, or since, the previous inspection. Achieved**

**Areas for improvement and action at, or since, the previous inspection. Not Achieved**

None	
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**Areas where priority action is required**

None	
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**Areas where improvement is required**

None	
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