



## **Poppies Day Care**

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY333130   |
| <b>Inspection date</b>         | 07 July 2006                                       |
| <b>Inspector</b>               | Sara Bailey  |
| <br>                           |  |
| <b>Setting Address</b>         | Unit 2, 16a Fore Street, Tiverton, Devon, EX16 6LH |
| <br>                           |  |
| <b>Telephone number</b>        | 01884 252215                                       |
| <b>E-mail</b>                  |  |
| <b>Registered person</b>       | Poppies Day Care Ltd                               |
| <b>Type of inspection</b>      | Integrated   |
| <b>Type of care</b>            | Full day care                                      |

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Poppies Day Care was registered in 2006. It is a privately-owned day nursery, which is situated in a two-storey building in the centre of Tiverton. The premises comprise of three playrooms, a sleep room, an office, kitchen, toilet and nappy changing facilities, and staff facilities. There is a fully enclosed area for outside play. The nursery is registered to care for up to 40 children aged under five years, 15 of whom may be under two years of age at any one time. There are currently 48 children on

roll, of whom three are funded three and four year olds. The setting supports children with learning difficulties. There are currently no children attending who speak English as an additional language. The manager and deputy are supported by seven staff who are level three qualified and three staff who are level two qualified. There is a trainee and two domestic staff. The nursery is open on weekdays, from 08:00 to 18:00, 51 weeks of the year, excluding Bank Holidays. The nursery have three pet fish.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn about good hygiene through established routines. Children independently access the toilet facilities as needed and wash their hands afterwards with support from staff. They learn the importance of good hygiene through positive role modelling of staff. For example, long hair is tied back, tablecloths are used at mealtimes and individual warm flannels are used for hands and faces of younger children after lunch, which are laundered after one use. Children's health is well protected through the majority of staff holding valid first aid certificates and the first aid boxes on each floor being appropriately stocked to ensure children's minor accidents are dealt with confidently. Accurate recording of accidents, medication and incidents further enhances children's good health and is evidence of how serious medical situations have been dealt with promptly and effectively.

Children have their individual dietary requirements met through discussion with the parents and outside caterers. For example, special dietary needs are recorded and the healthy, nutritious snacks, lunch and tea accommodate these. Children benefit from home cooked hot meals from a local café which promote fresh ingredients and regular vegetables. Staff provide fresh fruit for snack and regular drinks are available.

Children develop their physical skills well through inside and outside activities. Babies have sufficient space indoors to crawl and learn to walk, climb and explore large physical equipment such as a slide. All ages have outside physical play every day to run around, play on sit-and-ride toys, play with balls or use paintbrushes and rollers to 'paint' the shed with water. Children's physical development is considered through good use of the Birth to three matters framework and the Foundation Stage curriculum when planning appropriate activities to ensure children experience appropriate play to help them grow and develop.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are safe within the setting as the premises are secure and staff are vigilant about security. For example, entry into the building is only through a keypad operation and visitors are carefully monitored, recorded and identified with badges. Most risks have been identified and minimised, although there is no ongoing daily risk

assessment which means new potential hazards have not been considered. For example, air conditioning units brought in for the hot weather are not adequately guarded, drawstring bags provided by new parents are a strangulation risk as they hang on low pegs and a very able child has learnt how to loosen his highchair reins, all of which compromises children's safety.

Children of all ages have easy access to a range of quality toys and resources. They play safely within a well maintained environment with designated areas for different play activities. For example, each age group has it's own base room but join together with adequate staffing for snack time and meals. They also visit each other's areas and take turns to play outside in the fully enclosed garden. All ages are well supervised and babies are appropriately monitored whilst sleeping upstairs. For example, they are physically checked every ten minutes which is recorded and a baby monitor is used. Staff have initiated their own safety training by setting up potential hazards in the baby room for staff to identify and discuss, this shows a commitment to improving the safety of children.

Children's welfare is safeguarded as all staff are aware of signs and procedures to follow in the event of being concerned about a child. There is a detailed child protection policy which includes procedures if allegations are made against staff.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are very happy and enjoy coming to the setting. Children are settled and secure within their key worker groups and relish the time they all come together as a bigger group for mealtimes, to be with their siblings. They benefit from time spent in each area as they gain in confidence and form relationships with all the staff. All ages enjoy daily outside play opportunities. Younger children have a broad range of age appropriate activities to meet their individual needs through the effective implementation of the Birth to three matters framework. They benefit from clear routines, well supported play and their individual needs being recorded effectively.

### **Nursery Education**

The quality of Teaching and learning is good. Children are involved, motivated and engaged in a range of activities which provide good levels of challenge. For example, they play small group games where they speak in front of each other, recalling their past experiences and listening to what each other have to say. They learn about spatial awareness and explore feelings with activities where they move around the group saying " I have a space on my right and would like....to sit next to me" as a space is made in different positions children move around getting to know each other's names and forming friendships. Children listen well to stories when they are grouped appropriately to their age and ability. They enjoy bringing stories such as 'Handra's surprise' alive with a doll and various props. They learn the names of unusual fruits such as guava and tangerine as they enjoy the story. Their learning is observed by staff and appropriately transferred to their individual stepping stones progress records. They also have topic books which are used by those children who show an interest in forming letters and numbers. They concentrate on a weekly letter

and number and activities are related to this in their play. For example, children count out nine objects, sort into groups of nine and find the number nine. They talk about objects beginning with 'S' and sound out letters and sounds. Children have free access to the computer and enjoy looking at the images of their past experiences. For example, they recently had a visit from someone with a tortoise, they recall their learning and have a display about tortoises. They also participate in the care of the nursery fish.

Children are well supported by staff in their play. For example, the dolls house is enjoyed by children for a long period of time as staff are there to help them with ideas and question them about what they are doing. They explore about families and the wider world through their play. Children are involved in planting of seeds and caring for their vegetable patch. They have daily, planned opportunities for being creative in a variety of ways both inside and out. Children love to sing, dress up and express themselves through art. They use a range of resources to create pictures, both individually and as a group. Planning is comprehensive to cover all six areas of learning, it is successfully evaluated and used to influence future planning to meet individual children's needs. Staff organise their time and resources well to keep the children motivated which results in them being well behaved and interested to learn.

### **Helping children make a positive contribution**

The provision is good.

Children learn about diversity through activities and displays which promote equal opportunities. They play with a wide range of resources which reflect positive images of disability and culture. For example, a display of children's faces in all different skin tones, created by the children, has the message 'we all smile in the same language'. Children's individual needs are understood and met effectively by staff because of good sharing of information with parents. For example, staff greet parents in the morning and records are maintained of individual children's routines, feeds, nappies and sleep patterns to share with parents on collection. The Birth to three matters framework is displayed for parents and photographs are used to show their children's daily routine. A suggestion box and notice board further involve parents in the day to day running of the nursery.

Although there are currently no children attending with special educational needs, the staff work closely with the local Senco (Special Educational Needs co-ordinator) and training has been identified for the nursery staff to ensure they have their own Senco for parents to liaise with in the future. Children are very well behaved as staff are clear and consistent in their behaviour management strategies. Children are learning to take turns and listen to each other, they respond well to praise and encouragement from staff. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Children benefit from the positive relationships being built between their parents and staff. A key worker system within each age group is very effective to ensure children and parents have a point of contact. Parents have access to their individual children's records which staff share

to explain their children's progress along the stepping stones. Parents are informed about the Foundation Stage curriculum and daily planning is displayed which encourages links between children's learning at nursery and at home.

## **Organisation**

The organisation is good.

Children benefit from the nurseries good organisation. The premises layout is well thought out and the grouping of children is generally successful to ensure children's individual needs are met. For example, they spend time in their own age group and as a whole group to allow them to mix socially with their siblings and prepare them for moving on to each new area. The sessions are well planned and documentation supports the effective practices. For example, policies and the operational plan are detailed and comprehensive. There are effective systems in place to check staff's suitability. Staff are conscientious and pro-active at initiating changes which are positive for the children. For example, any weaknesses highlighted to the manager in discussion are immediately addressed. The setting meets the needs of the range of children for whom it provides.

The Leadership and management is good. The manager and her team work well together in promoting an inclusive environment in which every child matters. They have a clear vision for the Nursery Education with a strong focus on the personal development and achievement of all children. Staff are regularly monitored and meetings are used to evaluate and constantly improve practices. There is in-house training as well as external courses to promote staff's continued awareness of all issues.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection. 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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop ongoing daily risk assessments to identify and minimise all potential risks.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further develop the recording of children's individual progress along the stepping stones and use these to inform parents of the Foundation Stage curriculum.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)