



Poppets Childrens Day Nursery

Inspection report for early years provision

Unique Reference Number	EY317086
Inspection date	04 July 2006
Inspector	Elaine Marie McDonnell
Setting Address	Park End Primary School, Overdale Road, Middlesbrough, Cleveland, TS3 0AA
Telephone number	01642 513019
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Registered person	Nunthorpe Nurseries Group Ltd
Type of inspection	Integrated
Type of care	Full day care, Out of School 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.

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 satisfactory.

WHAT SORT OF SETTING IS IT?

Poppets Children's Day Nursery is one of 11 nurseries run by Nunthorpe Nurseries Group. It opened in January 2006 and operates from three rooms in a purpose-built setting. It is situated in the grounds of Park End Primary School in Middlesbrough. A maximum of 51 children may attend the provision at any one time. The nursery is open each weekday from 07.45 to 18.00 all year round, with the exception of public holidays. All children share access to an enclosed, outdoor play area. As well as full

day care the provision offers sessional care for children aged over two years on Tuesdays and Thursdays, from 09.00 to 11.30 and again from 12.30 to 15.00. Out of school care is also offered from 07.45 to 08.55 and from 15.00 until 18.00 during term time, and from 07.45 to 18.00 during school holidays. The provision works in partnership with Sure Start.

There are currently 56 children, aged from seven months to six years, on roll. Of these, 19 children receive funding for early education. The provision serves both the local and wider communities. The nursery currently supports a number of children with learning difficulties, disabilities and children who speak English as an additional language.

The nursery employs five full-time members of staff and two bank staff who work on a part-time basis, when required. All staff hold appropriate early years qualifications at level two or above.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff follow good health and hygiene policies and procedures. For example, cleaning routines for different areas within the nursery are displayed and followed by staff. Different coloured aprons are worn for different tasks, such as nappy changing and serving food. Accident and illness procedures are in place to protect children and staff, and the setting does not care for children who are ill or infectious. Parents have access to useful written details about incubation periods for common childhood illnesses.

Children are well nourished. They receive varied and nutritious two course meals. Fruit is offered every day and drinking water is readily available. Children have their health and dietary needs well met as staff work closely with parents. Children have opportunities to learn about healthy living, for example, when using a simple computer programme relating to healthy foods. They also understand the importance of simple good health and hygiene practices, such as hand washing.

Children have good opportunities to enjoy physical activity. They have access to a very attractive outdoor play area that has some large, fixed equipment in place plus some safety surface. They have good opportunities to rest and sleep according to their individual needs and routines.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very warm and welcoming environment. They are warmly welcomed by staff and examples of their art work are attractively displayed. Children under two years are cared for in a separate room that is also very attractive and

welcoming. The nursery environment is well organised with different areas and activities readily available for children at all times. For example, role play areas, an office, an exploration table, sand, malleable materials and creative items, plus other areas. The children move around confidently and safely between these areas and use their initiative to decide what to do and what to play with.

Children have access to an excellent range of suitable and safe equipment, furniture and play materials. All items are low-level and are easily accessible for the children and babies. Staff ensure that resources remain safe and suitable with regular checking and cleaning routines. Children are protected because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary.

The setting is kept secure and access to the provision is closely monitored. However, the outdoor play area is not fully secure. Written outings procedures are in place to promote children's safety. Risks assessments have been completed and issues addressed. Children have opportunities to learn to keep themselves safe. For example, through appropriate explanations from staff about how to use the climbing equipment safely and about waiting until there is no one left on the slide before going down. Children are also involved in regular fire drills.

Helping children achieve well and enjoy what they do

The provision is good.

Children are involved in a good, varied range of interesting activities to cover all areas of development. Staff working with younger children have a developing understanding of Birth to three matters, and are using the framework as a guide to help them plan a suitable range of play experiences. For example, babies and young children have been involved in a good range of tactile activities with sand, custard, icing sugar, paint, and glue.

Children show a lot of interest in what they do, they play happily in the nursery and confidently participate in the range of activities available. Their confidence and self esteem are well promoted by staff as the children are praised for their work and efforts and are also praised when tidying away. Older children respond well to challenge, concentrate and learn new skills when using the computer, when using play dough and when using small manipulative items such as pegs and peg boards.

Children have access to a good range of resources that positively reflect wider society. For example, 'small world' people, books, dressing up clothes, play food and dolls. They are also involved in some activities that help them understand about diversity, such as 'Chinese New Year' and tasting food from around the world. Children learn about aspects of their own culture when involved in activities relating to Easter and the local football team.

Nursery Education.

The quality of teaching and learning is satisfactory. Children are making steady progress towards the early learning goals. They display high levels of involvement in

activities and some persist for extended periods of time at activities they choose, such as the computer and the play dough. Children initiate interactions with other people and are beginning to accept the needs of others with support. For example, when staff explain about sharing and taking turns. Children demonstrate a sense of pride in their own achievements and show their art work to staff and peers. They have many opportunities for mark making in different areas across the nursery, such as the computer, construction and home corner areas. Children use one handed tools and equipment, such as pencils, paintbrushes and the mouse, well. They enjoy favourite rhymes, songs and stories and listen well with increasing attention and recall. Children handle books carefully and enjoy an increasing range of books. Some older children use talk in imaginary situations, for example, when playing in the home corner and pretending to make a birthday cake.

Children show an interest in numbers and counting and use number often throughout the daily routine and through general play. For example, they count how many cups are needed and how many children are going outside to play. Older children can say with confidence one less or one more than a given number. They show an awareness of similarities in shape when using a computer programme. Children use size language such as big and little and construct pieces together to build and balance when playing in the construction and craft areas. They enjoy exploring natural and other materials such as sand, water, shells, plants, pasta and corn flakes and show an interest in what they see, feel, smell, hear and touch. Children are beginning to have a sense of time and remember and talk about things that have happened earlier in the day, for example, what they had for breakfast, and also discuss what they will have later in the day for supper. Children have good opportunities to be independently creative and use their imagination. For example, when painting, drawing, when involved in role play and when experimenting with musical instruments. Children show an awareness of space, themselves and others and avoid accidents. They combine and repeat a range of actions and move around with increasing control and coordination. Children use a range of large and small equipment well, such as climbing and sliding equipment, drawing and writing implements and building bricks.

Staff have a satisfactory knowledge and understanding of the Foundation Stage and of how young children learn. The learning environment is very well organised. The planned programme of activities is balanced, reflects the community the children come from and the wider world and appropriately covers the six areas of learning. However, some activities and questioning from staff are not always sufficiently challenging for the children, for example, circle time. Assessment of children's ability is sufficiently rigorous and is appropriately used to inform future planning and help move children onto the next stage in their learning.

Helping children make a positive contribution

The provision is satisfactory.

Equal opportunities is appropriately promoted as all children are included and involved. However, staff do not actively plan or monitor the progress of children who speak English as an additional language. The provision supports children with

learning difficulties and disabilities and there are comprehensive procedures in place for the identification and assessment of children's individual needs.

Children are settled and happy in the nursery and enjoy the activities available. They enjoy positive relationships with staff and peers. Children are well behaved for most of the time and staff manage their behaviour effectively. For example, they concentrate on positive aspects of behaviour and all children are allowed a stamp or a sticker for the good work they have done throughout the morning or afternoon, which they look forward to with excitement. Children are beginning to distinguish between right and wrong and are learning about the feelings of others with appropriate explanations from staff. For example, when staff explain about sharing and being kind to each other. Children's spiritual, moral, social and cultural development is appropriately fostered.

Partnership with parents is satisfactory. Parents receive good quality information about the provision and about the educational programme. They are kept informed of their child's development, progress and achievements through regular discussions with staff. The setting actively seeks parents views and a suggestion box is available for them. Parents are also given questionnaires to complete. A parent was interviewed at the time of the inspection and expressed very positive comments about the provision and the staff. Children's ability is assessed by staff, however, parents are not currently involved in initial assessments of their child.

Organisation

The organisation is good.

Comprehensive recruitment and vetting procedures are in place and ensure that children are well protected and are cared for by staff with relevant experience, knowledge and skills. All staff employed in the nursery have an appropriate childcare qualification at level two or above and most have a first aid certificate. Staff have good access to both external and in-house training and development courses.

Staff have high regard for the well being of the children and are responsive to their needs. Adult to child ratios are maintained and children receive good adult support and attention. Comprehensive policy and procedure documents are in place and work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. All staff are aware of the policies and procedures of the setting. The provision meets the needs of the range of the children for whom it provides.

Leadership and management of the provision is satisfactory. The management of nursery education contributes appropriately to children's progress towards the early learning goals. For example, management ensures that staff have access to appropriate training and development courses. The leader motivates staff and children and builds a committed team that works well together. All staff act as good role models.

A comprehensive induction procedure is in place and the leader inducts new staff members well. Staff have access to regular appraisals which include ongoing

assessment of their individual training needs. The manager appropriately monitors and evaluates the curriculum to identify strengths and areas for improvement but is not totally clear about the planning system for the educational programme. The setting works well with the local authority, and with the nursery teacher from the attached primary school nursery, to evaluate and improve the nursery education offered.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

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.

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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):

- ensure the outside play area is secure

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):

- ensure that the quality of teaching and learning stretches children and that planned activities are sufficiently challenging
- include parents in initial assessments of their child and actively plan and monitor for the inclusion of children who speak English as an additional

language.

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