



Mary Poppins

Inspection report for early years provision

Unique Reference Number	206278
Inspection date	21 July 2006
Inspector	Georgina Walker
Setting Address	York House, 26 The Green, Hasland, Chesterfield, Derbyshire, S41 0LJ
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Registered person	Mary Poppins Chesterfield Ltd
Type of inspection	Integrated
Type of care	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

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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?

Mary Poppins Chesterfield Ltd. opened in 1995. It operates from a partly purpose built and partly converted premises, in the village of Hasland, Derbyshire. There is a secure enclosed outdoor play area. The day nursery serves the local area and surrounding villages.

The setting opens five days a week all year, except Bank Holidays. Sessions are from 7.30 until 18.00.

There are currently 111 children from four months to four years six months on roll. This includes 27 children who receive funding for nursery education.

The nursery employs 20 full or part-time staff who work with the children. Seventeen of the staff hold appropriate early years qualifications. The setting receives support from Derbyshire local authority. The day nursery is owned by an individual, who works on the premises each day but delegates day to day responsibility to the manager and staff.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted effectively through them learning the importance of personal hygiene. The children follow appropriate daily routines, such as washing their hands before snacks and after toileting or messy play, such as sand play. They become increasingly independent in their personal care and have consistent access to tissues in the playrooms. The prevention of accidents is reduced as staff are vigilant and aware of stages of children's development. Children's needs are met effectively if they do have an accident as staff hold appropriate first aid certificates and maintain first aid boxes which are readily accessible. Accident records are generally maintained and shared with parents. However, the detail in recording the size and location of the injury is insufficient leading to a child's needs not being met if a further accident occurs. The seeking of permission for administering medication is sought for all children. Any specific periods of requiring medication are recorded, however the time of the previous dose is not requested on the document to ensure children's requirements are met. Significant injuries received prior to arrival at the setting are recorded confidentially, but detail is not signed by parents to ensure children's safety and a fully open relationship with parents. In the event of children becoming ill staff instigate the very well documented procedures and parents are contacted with the utmost priority to ensure any distress is limited.

Children benefit from the significantly enhanced healthy and nutritious menu provided. Snack time is enjoyed when milk or water, and a wholemeal biscuit is provided. Buns provided by a parent of a child, who is leaving pre-school to attend school, are enjoyed as a treat. Older children serve themselves competently when pouring drinks at snack and meal time. Children are starting to understand why certain foods are good for them through discussion and programmed activities. Individual dietary requirements are shared by parents with the staff to ensure children remain healthy and needs are met. An exemplary menu, displayed for parents, ensures an extensive variety is provided. This has been changed to include two cooked meals per day and no sandwiches at tea-time. Staff sit with the children as snacks and meals are social times and staff provide encouragement to eat healthily and have related discussions. Children also have free access to a jug of water in each room throughout the day.

Children are supported effectively to develop their physical skills throughout the nursery. They move with confidence and an awareness of personal safety throughout

the premises. Daily opportunities to play outdoors are programmed with purposeful activities to ensure children have plenty of fresh air and effective development of all-round skills. Children are able to negotiate around each other or resources as they move around the playrooms or run freely in the playground. They pedal wheeled toys with competence and stop carefully. The newly created front sensory garden, with a large climbing frame, is a great talking point for the pre-school children, who cannot wait to access the resources. The use of a gazebo outdoors, provides the tweenies with opportunities to have indoor activities outdoors and high levels of challenge to develop an extensive variety of skills. Ball skills are practised both outdoors and indoors on wet days. An awareness of how their body has reacted to exercise is promoted, especially when included as a specific topic or discussed as a matter of course due to the expert practice of the staff. Regular use of small tools such as pencils, scissors and paint brushes, and a wide variety of construction toys, help children develop their fine manipulative skills competently. A table of mark making resources and stationary equipment is eagerly used through the session in pre-school as children spontaneously want to draw and write or cut out shapes. Opportunities to go for a walk in the village are currently restricted to the babies and pre-school children. They go in small groups to the library bus or to post letters as part of learning about the wider community.

Children under three benefit from the good knowledge and understanding staff have of the 'Birth to three matters' framework. They have attended briefings and specific training and cascade information at team meetings to all relevant members of staff. They have a good awareness of how to integrate components into the planning and meet individual children's development needs. Plans are displayed for parents to view and discuss the daily activities and how their child is progressing. Staff are developing ways to record children's development with purposeful information. An excellent range of resources for babies and toddlers and the tweenies downstairs ensures they have opportunities to develop at their own pace with the support of the staff extending experiences. Babies dance and sway to music, with 'Bob the builder' a favourite and they sit and look at books in the new book corner. Babies use the activity centres with increasing dexterity and laugh as toys pop up or drop into the holes. Tweenies become purposefully occupied in themes and topics, currently a 'summer' theme. They play in sand and water in trays on the floor as if at the beach and laugh loudly as they get wet and dry, build sandcastles, constantly learning new skills and language. They learn to share resources with other children, staff and visitors.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming environment where the playrooms are decorated with 'Disney' characters, their own craft work and photographs of them happily at play engaged in an extensive variety of activities. The children have access to an extensive range of resources which are changed to promote age-appropriate levels of challenge. These are safe and presented at suitable levels to encourage independence and development and ensure children are fully supported to develop safely in appropriate surroundings. Air conditioning in the

premises ensures comfortable temperatures in the playrooms when it is excessively hot outdoors.

Comprehensive policies, procedures and risk assessment documents exist and the staff generally ensure children's safety throughout the premises. However, maintenance resources are not always safely stored and a drain in the playground is insufficiently covered to prevent children having access to potential hazards. Children are secure in the environment. Very good security and collection procedures are maintained, with staff and visitors signing themselves in and out. Staff mark and check registers following older children's self registration, which promotes children's awareness of letters and their own identity, and a sense of responsibility for their own well-being. Emergency procedure evacuations and subsequent evaluations are undertaken regularly and ensure children develop an understanding of the need for fire safety. Children are safe on walks in the village when they go to the library bus or post box, as the setting has comprehensive procedures which are implemented effectively.

Children are cared for by staff who have a sound knowledge of signs and symptoms of abuse and demonstrate an understanding of how to give utmost priority to children's welfare. An ongoing programme ensuring all staff attend training, which includes advanced training sessions, significantly enhances staff knowledge. The policies do not contain all information or reflect the changes to local authority procedures from April 2006 with regard to 'Safeguarding Children Board' procedures. However, children's welfare is fully supported by the staff, who are to view the changes in the video supplied by the local authority. The parents are informed of the nursery's responsibility to protect children.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle quickly in the nursery and have a friendly relationship with the staff. The children are confident and keen to access the extensive range of play activities. Children integrate quickly due to the expertise of the staff and are encouraged to separate from their parents by accessing well presented activities. Great concentration is shown and an eagerness to spend extended periods in something which stimulates and interests the child. Children's developmental progress is promoted, due to consistent staff interaction and the monitoring of the children's use of activities as they learn through play. The children develop appropriate socialisation skills as they join in group activities and move between the resources. This ensures the children are purposefully occupied and are supported to develop potential well. Children's physical development is promoted effectively both indoors and outdoors during the day. They also have regular opportunities to manipulate malleable materials including sand and water, currently in trays on the floor as if at the beach and tweenies laugh out loud as they play at being at the seaside. They learn new words such as 'cold' and 'melt' as they play with melting ice and plastic under the sea creatures.

The access to an extensive range of messy play activities linked to themes ensures

children's development is supported across many areas of learning. Children's access to resources which they can independently be creative with is greatly improved, but in the tweenies staff still cut out a range of templates. Photographs of children at play are displayed to show how they are enjoying themselves and the wide range of educational activities they engage in. Children's daily activities and developmental progress is being documented and the staff share information with parents regarding their child. The starting point for new children assists staff in promoting individual future need.

Nursery Education.

The quality of teaching and learning is satisfactory. Children make satisfactory progress towards the early learning goals as the new comprehensive planning demonstrates an increasing understanding by staff of how to present an extensive range of activities and extend children's learning. Planning is given the utmost priority and the aspects linked to the stepping stones are used effectively to identify the curriculum is covered. Staff observe the children and are beginning to evaluate how they have completed an activity and are starting to use this information to progress an individual. Evaluation inconsistently contains purposeful information about whether the child learnt from the activity or just been engaged in it. Children's progress is shared daily with parents. Written reports twice a year, as well as the on-going opportunities to discuss progress, contributes to an overall picture of the child's progress being obtained. Ongoing training and support from the local authority is provided and staff respond effectively to ensure the children benefit from their commitment to development.

Themes, such as 'holidays and summer' are enthusiastically enjoyed by the children. The staff present the daily activities and children are eager to share information about their experiences, such as in the role-play area, which is transformed into a beach and ice cream shop. Activities are developed over a period of time, for example the children decorating a large cardboard box as a boat. Children are challenged to think by staff who use open ended questions such as "Where would you like to go on holiday?" and "where did you go?"

Children are well behaved and eager to try new experiences. They ask questions about how things work and listen to the responses from staff. They are animated when suggesting their own ideas such as pretending the small world pirates are fighting in a ship. Obvious friendship groups organise each other to play together in the role play area or with the construction toys, demonstrating good negotiating skills. After messy play activities they go off independently to wash. They share information about their life outside of the nursery and have confident personalities which is confirmed as they include visitors in their play. Children are developing good recall as they listen attentively to instructions and respond eagerly to staff as they discuss mark making. Many children can write their own names confidently with recognisable letters. However, staff do not always follow the accepted use of writing from the left of the page or use a child's initial for the surname, giving mixed messages regarding literacy and individuality. Children have access to an extensive range of books and spontaneously use them from the newly re-furnished area, but some are ripped and this does not promote respect of property. At group story time not all children sit and listen as the age range and size of the group is too large.

Children have a developing understanding of maths and spontaneously use their knowledge effectively during play. They compare prices of ice creams on the list with numbers on the till. They calculate how many children can sit at the table for snack. Children are developing awareness of the needs of others and creatures of the natural world as they enjoy the varied topics presented by staff. Topics which introduce them to the diversities in society are included however, daily access to resources which promote positive images are inconsistent. Children's physical development is promoted effectively through the use of an extensive range of small resources and a well balanced programme of activities for outdoor play. They enjoy the opportunity to go outside and eagerly join in the games, but soon lose interest as the group is too large. How their body changes during exercise is included in topics and referred to by staff on an ongoing basis, especially during the hot weather.

Children enthusiastically develop their creative experiences as they have access to an extensive range of craft, role play and musical activities. They eagerly join and demonstrate a good imagination in the role play areas. They have an awareness of personal safety as they wait for the car park gates to be closed before the wheeled toys are lifted out of the shed. Their pedalling, scooting and mobility skills are developing well. They produce free choice crafts or copy still life or draw themselves for displays in the setting with a degree of age-appropriate expertise and co-operation working with other children. Children make reference to the wall displays and proudly point out their work and photographs, demonstrating good recall of previous activities.

Helping children make a positive contribution

The provision is satisfactory.

Children are developing an understanding of how everyone positively contributes in society. However, resources which promote positive images are inconsistently available and some members of staff inconsistently use appropriate language to assist children's learning. Children's knowledge and experiences are extended as craft activities linked to culture and festivals are included. Equality of opportunity is promoted as activities are adapted to ensure children's developmental needs are met. Children's understanding of the needs of others are promoted successfully through discussion and inclusion in the nursery. Children develop a strong sense of independence and self-worth as they are encouraged to share, take turns, follow rules and listen to others. Any minor incidents regarding sharing are calmly dealt with by the staff to ensure the children are fully supported.

Children's spiritual, moral, social and cultural development is fostered. They are well behaved as they learn to accept the rules and respond to the firm and generally consistent expectations of the staff. They remind each other "no pushing" when waiting to go outdoors. Children are very confident in the setting and show a sense of belonging to a wider group. Staff use their expertise, have ongoing discussions and use information sheets completed by parents to ensure children's individual needs are met. Information is shared daily and parents particularly like the new pre-school key worker system so they know who is specifically caring for and educating their child. Co-operation between parents, staff and outside agencies ensures children's

specific needs are met.

Parents are provided with a range of policies and procedures which are required for the efficient and safe management of the provision. These assist in promoting the welfare care and learning of the children. Notice boards and newsletters keep them fully informed of the current theme, daily activities, the menu and how to contact the regulator. They give very positive comments when asked about how their child is cared for in the different areas within the setting.

The partnership with parents and carers of funded children is good. Information about the curriculum and nursery grant funding is comprehensive and children's development records are available at any time for parents to read. The sharing of information, including regarding what children can do at home, demonstrates the commitment of the fully supportive staff. This contributes to working with parents to give an overall picture of each individual child's progress and further demonstrates the open relationship they have with the staff. Progress reports are produced twice a year and a folder of the child's time in the nursery is presented as the child leaves for school.

Organisation

The organisation is good.

The welfare care and learning of the children is generally promoted through the maintenance of records, policies and procedures which are required for the efficient and safe management of the provision. The owner leaves the day to day running of the nursery to the staff group, but is usually on site. Some changes to regulations have not been included in the documents or the operational plan as the commitment by the owner to ensure staff provided children with relevant care and education has taken priority. A number of documents require minor amendment, such as the detail in recording accidents, incidents and medication records to ensure children's health and safety, and their progress records to meet their individual needs. Staff are to make cross references to all five regulation documents when making amendments to their policies and procedures. They are to include the new child protection information introduced April 2006. Overall the range of children's needs are met.

Children are in the care of qualified, or experienced, staff who are fully supportive to ensure they are happy and settled in the nursery. The ratios are maintained to a high level, ensuring the children's learning opportunities are significantly enhanced. Good organisation of generally effectively planned, developmentally appropriate activities, ensures children's time in the nursery is worthwhile and provides good levels of challenge to under threes. Older children engage in a wide variety of activities and their learning is continually being extended. The children are eager to engage in the range of activities presented. The leadership and management of the pre-school in relation to the education is good. The owner and new manager encourage staff to seek qualifications and ongoing training. The commitment by the new staff team in the pre-school to develop knowledge contributes to the commendable progress made in the education element of the inspection and by children in all areas of learning. There is regular support for the staff team from the local authority, who also provide

training. Resources are constantly being updated to ensure the facilities are welcoming and stimulating for the children.

Improvements since the last inspection

At the previous inspection the setting agreed to develop opportunities for babies to develop learning through all senses and experience natural textures and materials on a regular basis. A practically whole new staff group has been employed, who are encouraged to access training and share their learning experiences by cascading information at staff meetings. This is then consolidated into good practice and has led to children's learning experiences being greatly enhanced. Babies have daily access to a 'sensory basket' of tactile resources and enjoy messy play experiences. Examples of their craft work are displayed showing a wide variety of textures and mediums. They actually sit in the sand tray, as if at the beach, and smile broadly as they feel the sand between their fingers and toes. The setting was to provide more opportunities for children to extend their knowledge on race and culture within the wider community. Staff are continuing to introduce ways of providing more opportunities for children to extend their knowledge on race and culture within the wider community through outings and having visitors. However, the use of the range of resources within the nursery is inconsistent as often the planning sheets for all ages does not have any items included on the space for 'race, culture and the wider community'. This leads to the excellent variety of resources being under used and children's learning being limited at times.

The setting also had four key issues to improve nursery education. They were to improve staff's knowledge on the assessment, planning and implementation of the early learning goals through play, enabling children to benefit from a well balanced curriculum and achieve maximum learning potential. This was linked to improving the planning and assessment systems to show clearly how activities are differentiated to allow for children's varying abilities. The system for recording children's achievements was to be effective in planning future activities which builds on children's previous learning.

Two action plans have been produced, including a very comprehensive one October 2005 based on sentences from the report so each could be addressed rather than the overall summary of the action. This is very commendable and has ensured staff have worked on each aspect. The staff group in pre-school have only been working together since February 2006 and have accessed relevant training, are supported by the new manager and the Early Years Development Officer. Planning is now developed to provide a well balanced curriculum indoors and out. This is to be consolidated, especially regarding the use of routine, group size for stories and outdoor play, and the use of resources promoting positive images. The assessment and evaluation of activities to inform planning for children's individual progress is continuing to be developed. Staff have recently introduced a key worker system to enable them to know the children better and work in partnership with parents more closely. Planning now includes focus activities and more detailed observations of the children's actual learning rather than participation. Differentiation is included to meet individual progress needs and on the action plan is to be consolidated by June 2007.

This is progressing well but evaluation is not yet fully used to plan for future progress of individual children but staff are working on this as they only plan a week in advance they can include specific activities.

The setting was to use practical and spontaneous opportunities more effectively to promote greater independence, raise challenge for older and more able children and ensure children build on what they can already do. This also included to provide more opportunities for children to express themselves and input their own ideas into creative work, developing problem solving and decision making. Children now pour their own drinks, use aprons for messy play appropriately, mix their own paints having made a colour chart book to copy off. The staff discuss anything children are particularly interested in and create new topics if necessary. Children have an awareness of the no shoe zone and take shoes off and put them back on developing independence skills successfully. Children now have lots of free choice crafts as seen displayed and express themselves rather than using staff prepared templates. They make decisions regarding what they wish to play with from the wide range resources and activities in the large playroom. They eagerly respond to questions set by staff and offer their own ideas about how things work. All leads to a greater all round learning experience for children.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

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 satisfactory.

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 all staff use correct terminology when addressing individual children and consistently use resources which promote diversity within society

- ensure the premises are consistently safe with specific reference to decorating materials and the use of drain covers
- ensure full details are consistently recorded in accident, incident and medication records which all must be signed by parents
- ensure children's individuality is consistently promoted, especially with regard to craft work and children's progress is fully recorded regarding the 'Birth to three matters' framework
- continue to update the policies and procedures to reflect current legislation, standards and guidance, with specific regard to including 'Safeguarding Children Board procedures.

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):

- continue to consolidate the new staff team and their knowledge to implement a well balanced curriculum
- continue to develop the evaluation of activities and what children actually learn and use this to inform future planning for individual children's progress
- ensure children's understanding of respect for themselves as individuals and for property, with specific regard to the use of books, is consistently promoted.

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