



## Poplar Day Care Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY337327
<b>Inspection date</b>	19 January 2007
<b>Inspector</b>	Rosemary Davies
<b>Setting Address</b>	Lower Wanborough, Swindon, Wiltshire, SN4 0AA
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<b>Registered person</b>	Ranu Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Poplar Daycare Nursery registered under new management in 2006. It is privately owned and operates from a former hotel building near the village of Lower Wanborough, Swindon, Wiltshire. Children are accommodated in a variety of rooms, according to their ages. They use a secure outdoor area, with varying surfaces. The nursery opens each week day all year round, from 07.30 to 18.30, with the exception of bank holidays. A holiday club and after school provision are also available. Children are drawn from a wide geographical area including, the village itself and others in the surrounding rural area, as well as from Swindon.

A maximum of 157 children may attend at any one time. Currently, there are 198 children from three months to 11 years on roll. Of these, 31 receive funding for nursery education. The nursery supports children with physical disabilities and learning difficulties. Children attend for a variety of times.

The nursery employs 38 staff of whom 15 have appropriate early years qualifications at level 3 or above. Regular support is received from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's good health and physical well being is maintained effectively in this nursery. Children play in hygienic surroundings. Staff follow stipulated procedures carefully in order to prevent any chance of cross-infection. They change babies' nappies appropriately, keep parents informed of any infectious illnesses, such as a case of sickness, and clean highchairs and tables thoroughly both before and after mealtimes. Staff care for children well should they become ill, gaining parental permission before giving medicines. They do not, however, seek parents' permission for emergency medical care and attention, so children may not be treated quickly in an emergency, thus putting their health at risk.

Children learn the basics of good personal hygiene. Babies and toddlers have their hands wiped after nappy changes, whilst the older children wash their hands after toileting, without any prompting. Staff maintain good kitchen hygiene. They store food properly. They take freezer temperatures each morning and check that frozen food is below the required temperature when delivered to the nursery.

All children, including those in the after school club, eat healthy and nutritious, freshly cooked meals. The nursery goes to considerable lengths to ensure individual dietary needs are met. Children with food allergies are catered for extremely well. Children's preferences are acknowledged. Babies' feeding routines follow those at home. Parents' wishes are followed with regard to the type of food their children eat.

Children benefit from taking daily fresh air, including on rainy days. An exception is the babies, who go out once a week only, which is insufficient. Children funded for nursery education make good progress in developing their physical skills, through playing with bats and balls, for example. They make full use of the outside area, developing their sense of space well. Indoors, the younger children move freely in spacious rooms, learning to crawl and walk. These areas include physical play apparatus, such as a ball pool for the older babies.

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

The provision is good.

This nursery offers particularly spacious accommodation, both indoors and out, from which children benefit. All, except the very youngest, make full use of the available space. Indoors, rooms are welcoming to both children and their parents. An extensive programme of refurbishment is underway and several rooms are freshly decorated, with new flooring, giving a bright, fresh feel to the children's play areas. The exception is the pre-school room, which has recently been divided into two and, currently, is somewhat darker. All rooms are very well equipped. Children use well maintained resources, carefully matched to their stages of development. Those in the pre-school room are set out so that children can access them easily.

The under threes move around freely, making choices about what to do. Staff provide choice for babies too, being careful not to overwhelm them with too many toys at once.

The nursery has a suitable security system in place but it does not always work effectively at the beginning of the day, when visitors may enter without being checked. All staff are fully aware of their responsibilities for safeguarding children. They undertake regular training so that children's welfare is protected.

Children play in safe environments, both indoors and out. They are always closely supervised. Staff follow procedures well, understanding the principles of risk assessment. New items of equipment are evaluated and procedures set, such as only one child at a time playing on a new trampoline. Separate risk assessments are undertaken for each outing. Children using the out of school club are transported in suitably checked vehicles, using required children's seating. Children learn to keep themselves safe. Those in the pre-school room know that they walk when indoors and younger children are gently reminded not to tip chairs, with an explanation as to why they should not do so.

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

The provision is good.

All children enjoy their activities when in this nursery and are keen to participate. They learn through play, using all their senses to explore the world around them, both indoors and out. Staff make good use of the Birth to three matters framework to provide appropriate and stimulating activities for the under threes. Babies enjoy the sensory room, exploring the various textures on offer, hearing music and seeing a variety of light displays. As they progress through the nursery, children explore a widening range of media and materials, such as 'spaghetti play', scented playdough or different forms of painting. The favourable adult to child ratio allows for much individual attention. It is particularly supportive in helping the under threes in learning to move and to talk. Their all round development is promoted well and their care needs are met.

### **Nursery Education**

The quality of teaching and learning is satisfactory. At the time of the inspection, the pre-school room is in the process of being re-organised, having been divided into two distinct groups. Staff have a secure understanding of the early learning goals of the Foundation Stage but are less certain of the numerous stepping stones within these. They sometimes expect children to do things they cannot understand, such as stating months of the year. Overall, however, activities are suited to children's developmental stages. Children enjoy their practical activities and progress satisfactorily towards the early learning goals for this initial stage of their education.

Children develop their self-confidence well. Many have been in the nursery for a considerable time and have a strong sense of it as a community. They enjoy greeting staff they know, showing the warm and friendly relationships within the nursery. Many children make strong friendships. They do not always take good care of the nursery's resources, however. Books are not always returned to the bookshelves and aprons are sometimes left on the floor. Not all children realise the changes that have taken place in the playrooms. Some are unaware they can help themselves

to resources such as paints, so do not engage in the full range of activities. Children's behaviour is good overall, however, and they adhere to the 'Golden Rules', helping to tidy up when asked and sharing toys and resources well. Sometimes their attention strays when altogether in a large group, as these are not managed effectively.

Children extend their vocabularies well, as staff plan a varied range of topics, which spark their interest and helps them learn new words. Staff spend time talking with children individually, questioning them effectively, which in turn encourages children to ask questions for themselves. They show curiosity when a pet hamster visits, wondering what it eats and why it has a 'wheel'.

Children enjoy their imaginative and creative play. Staff are developing their planning to allow children to lead and instigate play. As a result, a topic about 'Pets' leads to a 'Pet food shop' being created and children enjoying pretend play. Staff remain alert to opportunities for promoting mathematics in spontaneous situations such as this. They encourage children to count the toy dogs and cats and discuss which are 'biggest' and 'smallest'. Staff integrate mathematics into planned activities too. Children name shapes such as 'triangles' when making model dragons in response to 'The Chinese New Year'.

Many children do not have an effective pencil grip and this inhibits the development of their early mark-making skills. Staff miss opportunities to promote these in the daily routines. Most children recognise their names, however, beginning to understand that print carries meaning. Staff observe children's learning and development regularly, making assessments of their progress so that they know what children need to learn next.

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

The provision is good.

The partnership with parents is good. Parents, whose children receive funding for nursery education, receive a good range of information about the nursery and what it offers. Staff offer special evenings attended, by the Local Authority's support worker, so that parents receive more detailed information about the Foundation Stage of their children's learning. Staff provide daily information about what children do and achieve and are always available for informal chats, so that parents are well informed about their children's progress in learning. The nursery seeks the views of parents and responds to them. As a result, parents influence what the nursery offers for their children. The nursery provides parents with details of the regulator, Ofsted, should they wish to make contact; these details are not up to date, however, and parents are not made aware of the nursery's legal responsibilities with regard to complaints.

All children receive a warm welcome in this nursery. Parents speak appreciatively of the settling in procedures and the way children are helped to settle into new rooms as they move through the nursery. Girls and boys are treated equally. They use a good range of resources that reflect the diversity of modern life. The diversity of the families which use the nursery is discussed and celebrated. Effective systems are in place to support children who have learning difficulties or physical disabilities. The nursery goes to great lengths to include all children equally. Staff seek the views of children using the out of school club, so that they provide appropriately for them.

Children behave well, overall, because they understand the nursery's daily routines and what is expected of them. Staff take training so that they know how to deal with differing types of behaviour effectively. Babies are settled, being with familiar staff who give cuddles and tickles. Relationships throughout the nursery are good. Staff encourage children to wonder at the world around them. Children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Effective systems ensure children are cared for by people who are suitable to work with children. The nursery places strong emphasis on appointing qualified staff and there is a clear expectation that staff will continue to train. This has a positive impact on the care provided for the children. Good management systems are in place, together with a full range of policies and procedures which support the smooth and efficient running of the nursery. Some of these require updating to reflect most recent legislation. A clear staff structure is in place, with all aware of their particular role and responsibilities. Staff are deployed well. Additional staff come in to help cover staff breaks. As a result, ratios are maintained and children remain closely supervised. All legally required documentation is in place and readily located for inspection, even when senior management are unavoidably absent. The nursery's new owner has a clear vision for the development of the nursery, which is shared with staff.

The leadership and management of nursery education is satisfactory. Staff take, and act on, advice from outside professionals. They reorganise the layout of the pre-school rooms for the children's benefit. Currently, there is insufficient monitoring of the nursery education to make sure that the new systems work effectively. Staff work together well to cover what is offered to the children. The nursery uses an accreditation scheme to help identify its strengths and weaknesses. A suitable development plan is in place, which includes structural improvements to the pre-school rooms, demonstrating the nursery's commitment to improving what is offered to the children.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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):

- seek permission from parents and carers for emergency medical care or advice and update policies to reflect October 2005 legislation
- reassess the security of the premises to ensure that visitors cannot enter unchallenged

#### 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):

- encourage children to develop an effective pencil grip and to use their emerging mark-making skills in the daily routines
- further promote good behaviour through managing group times effectively and encouraging children to care for resources
- continue to encourage children as independent learners by making them fully aware of the available resources.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)