



Poppies Nursery

Inspection report for early years provision

Unique Reference Number	254231
Inspection date	26 October 2005
Inspector	Rosalie Mary Turner

Setting Address	The Pavilion, Memorial Park, Yarmouth Road, North Walsham, Norfolk, NR28 9AY
Telephone number	01692 500117
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Registered person	Poppies Nursery
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

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 good.

WHAT SORT OF SETTING IS IT?

Poppies Nursery is privately run by a partnership. It was registered in 1989 and operates from a single storey building in the centre of a public park in the small town of North Walsham. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 07.45 until 17.30 throughout the year and serves the town and surrounding area.

A maximum of 27 children may attend the nursery at any one time, 10 of whom may

be aged under 2 years. There are currently 36 children from 10 months to under 5 years on roll. Of these, 10 children receive funding for nursery education. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs ten staff. Eight of the staff, including the managers, hold appropriate early years qualifications. Two staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of personal hygiene because the staff are vigilant to remind them to wash their hands after they use the toilet and messy play. They are beginning to be responsible for their own health needs. For example, older children cleanse their hands with baby wipes before meals and brush their teeth after they have eaten. Children's health is safeguarded because the nursery does not provide care if children are unwell. The practices for nappy changing further protect children from cross infection as the staff wear disposable gloves and disinfect each changing mat after use.

Toddlers thrive as they are able to eat and sleep on demand to meet their health needs. Older children help themselves to a drink as a way to maintain their health, especially after physical exercise such as outdoor play. Children focus on healthy eating. They are helped to understand the benefits of a healthy diet because they have a variety of fresh meats, fish, pasta and other nourishing options at meal times. Children also have worthwhile opportunities to taste a variety of different coloured fresh fruits and vegetables when they 'eat a rainbow to beat a stroke.'

Children develop a positive attitude to healthy living because the 'muddy puddle' suits enable them to experience outdoor play in most weathers. Older children thoroughly enjoy using the balance beams to show that they are gaining control of their bodies. They demonstrate increasing spatial awareness as they run around without bumping into each other. Babies have plenty of free floor space in which to crawl and explore whilst older children have worthwhile opportunities to practise their finger skills. For example, they thread shapes on to a string, use scissors competently to cut out their work and show pleasing hand to eye co-ordination when they push balls through a tunnel maze.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children come into the nursery happily and quickly separate from their carers because they receive a warm welcome from the staff. The soothing background music and colourful displays of work help all children to stay relaxed and become emotionally secure.

Children have access to a comprehensive range of good quality toys that are safe and complete. The staff ensure that toys having small parts are not accessible to babies and encourage older children to keep the floor tidy to avoid possible accidents. For example, they ask children 'What do we need to do before we get more toys out?'

Children are able to play freely as the staff assess risks and take immediate action to reduce hazards. For example, they cover any low-level electrical sockets and children are protected from hazards in the kitchen because the door has a high handle. Children practise fire drills to help them to understand the importance of escaping quickly in an emergency and staff talk to the children about road safety when they are taken for walks. Consequently, children are learning to be responsible for their own safety from an early age.

Children are effectively protected from risk of harm because the staff are alert to 'stranger danger.' For example, children are not released to adults unless the nursery has prior written consent or a letter of introduction from their parents. Staff demonstrate that they are able to recognise the signs and symptoms of child abuse and they are able to refer to local guidance that is kept in the nursery. As a result, children are safeguarded from the risk of possible abuse.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and have a strong bond with the staff who are kind and attentive in their approach to them. For example, they talk in soft, comforting tones to reassure toddlers as they play. As a result, children are at ease with the staff and often climb on to their laps for cuddles. The staff sit with the children as they play and chat about what they are doing. They speak clearly and sensitively, repeating words if children mispronounce them, so that children learn to talk.

Children are helped to build on their existing skills because the staff have an in depth knowledge of children's individual stages of development. The key workers observe children and make pleasing use of the 'Birth to three matters' framework to plan suitable activities to ensure they make progress. Children are confident and keen to show off their new skills. For example, a 3-year-old says 'watch me' and squeals with delight as he plays with the tunnel maze.

The high adult child ratios ensure all children are well supported. In particular, the young or quiet children benefit from personal attention to help them to feel secure and develop confidence. Children are learning to concentrate and take care with their work because the staff make effective use of encouragement to help them to persevere with challenges. For example, children are encouraged to 'try for yourself' before staff intervene with play.

Nursery Education

The quality of teaching and learning is good. The established staff teams work very well together and all staff have a sound knowledge of the Foundation Stage and how

young children develop. They discover each child's starting point towards the early learning goals through the 'all about me' focussed activity, then continue to assess development as they monitor children's play. The staff use their observations well to plan challenges such as forming letters or using scissors. They are skilled in questioning children so that they think for themselves. For example, a child learns to solve a design problem when he is asked 'Can you see what is wrong?'

Children are learning to work co-operatively and to help each other. Older children enjoy the extra responsibility as they help those who are less experienced to complete puzzles and use the computer. Children's independence is fostered because they pour their own drinks and put on coats before they play outside. The staff plan play opportunities so that the children make full use of the available indoor and outside space. However, not all of the good quality resources in the indoor play environment are presented in an attractive or stimulating way for children. For example, some of the toys require cleaning and the storage containers, although at the children's level, are cluttered. Therefore, there are areas of the play environment that may not be sufficiently stimulating to children and, as a result, their learning could be limited.

Children's speaking and listening skills are given priority. The staff moderate their voice to capture the children's attention during group story time. Children know they should 'look, listen, think, speak and concentrate' during circle time. Therefore, they wait for adults to finish speaking before they answer and show a pleasing awareness of the listener during conversations. The staff make skilful use of phonics to help children to link sounds to letters. They help children to follow text from left to right when they read stories and carefully link the words to the pictures. As a result, children understand that print carries meaning. They are developing early writing skills within their routine play because mark making materials are provided each day to help children to develop their pencil control.

Children particularly enjoy being creative because they are able to be responsible for their work from beginning to end. They eagerly work with paint and giggle at the feelings that they have when they paint their hands saying 'it's tickly!' Children's senses are exceptionally well stimulated as they explore the texture of sand with their bare feet in the purpose provided sensory room. They relish the texture of mud when they play outside and extend their play by printing with their hands upon the external surfaces.

Children actively use numbers within routine play. They enjoy number rhymes and use their fingers to help them to count. Children have worthwhile opportunities to match and sequence by shape, number, size, and colour as they participate in focussed activities. They are beginning to use mathematical phrases because the staff encourage the children to use comparative language to describe their observations such as 'bigger or smaller.'

Children access a worthwhile range of resources that encourage them to learn about technology, such as a computer and programmable toys. They learn about their own culture as they celebrate bonfire night and are introduced to festivals from around the world to help them to value and respect diversity. Children are developing an understanding of their own community through visits to the local shops as well as

visits from the dental nurse and local police.

Helping children make a positive contribution

The provision is outstanding.

All children feel a sense of belonging and play a full part in the nursery. The staff work very closely with parents to ensure that the needs of children from a variety of cultures are met. For example, they learn simple phrases and songs in children's own languages so that children from all backgrounds feel welcome. Children are further helped to appreciate the wider world through the many positive images they see in the excellent range of multi-cultural resources available to them. The staff ensure all of the toys are equally available to boys and girls. As a result, boys enjoy 'housekeeping' and children are learning to avoid and oppose assumptions based on stereotypes and discrimination.

Children of all abilities are helped to reach their full potential because the staff have considerable experience in providing care for those having special educational needs. As a result, they are quick to recognise any developmental delay and provide valuable support, such as individual care plans, to help children to participate to the best of their ability.

Children's behaviour is exemplary throughout the nursery because they know what is expected of them. The staff display excellent behaviour management techniques. They do not make constant use of praise because they feel that it may not always be appropriately given. Instead the staff issue praise when it is due by effectively focusing on children's positive actions. For instance, 'Well done! Thanks for helping.' The consistent and positive boundaries for behaviour management help children to manage their own behaviour. Children are guided by the pleasing responses and reactions from all of the staff. They are calm, polite and give clear explanations to children to help them to learn right from wrong. For example, 'Can I ask you to put that down please as it will hurt someone if you hit them with it?' Consequently, children behave very well.

The nursery effectively fosters children's spiritual, moral, social and cultural development.

The partnership with parents is outstanding and contributes significantly to children's well-being within the nursery. Parents are warmly welcomed and fully encouraged to be involved with their children's learning. For instance, they are invited to an open evening where they are told about the Foundation Stage and the care that is provided for their children. Parents have full access to their children's 'Journey Books' and add comments and photographs to evidence development at home. Therefore, children make good progress because the staff have up to date information upon which to plan the next step in learning. Parents' views about their children's needs and interests are actively sought throughout their time at nursery. For example, staff exchange information informally as children are delivered and collected, hold open mornings and send out regular newsletters. Consequently, the staff are able to provide care that is current to children's individual requirements. All parents state that they feel fully informed of how their children are progressing, stating 'It has felt like

we have been working together with the nursery.' Their comments show that they particularly appreciate 'the kindness and patience you have shown' and feel that 'all level of the curricula and social learning are catered for.'

Organisation

The organisation is good.

Children's care and learning is enhanced by the staff's commitment to ongoing training that ensures that their skills and knowledge are up to date. Children have opportunities to extend their learning because the premises are well organised. For example, the children are provided with areas for messy play, free floor play, outside and physical play as well as quiet areas where they are able to rest or to concentrate.

All legally required documentation is in place and most are suitably maintained to promote the welfare and care of the children. The records of attendance ensure staff are always aware of who is present so that children are kept safe in an emergency and there are systems in place to detail medicines that are given to children. However, some entries have not been signed by parents. As a result, children's well-being could be compromised because their carers may not be aware of medical care that has been administered within the nursery.

The leadership and management is good. The partnership is effective in meeting the children's needs as they have thorough recruitment procedures in place to employ skilled staff that are suitable to work with children. The managers give excellent support and guidance to the staff through robust induction procedures, annual appraisal and recently introduced personal development meetings. The managers meet with staff to review and evaluate the provision to ensure that children's welfare and learning is effectively supported. As a result, all staff are able to deliver and monitor the educational programme effectively. The clear aims and objectives reflect the nursery's commitment to good relationships and helping children to learn. Therefore, the staff are able to operate effectively and children make good progress towards the early learning goals.

Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

At the last inspection the nursery was recommended to improve aspects of their record keeping and to give consideration to developing number and letter lines.

Staff employment forms now clearly state that any appointments are subject to satisfactory checks and references being provided whilst visitors to the nursery are asked to record their times of arrival and departure. As a result, children's well-being is assured because the adults providing care are suitable to do so and the nursery knows who is present at all times to protect children from risk of possible harm. Low level number and letter lines are in place to help children to develop early reading and calculation skills. Consequently, children are making good progress towards the early learning goals for mathematics and communication, language and literacy.

Complaints since the last inspection

There are no complaints to report.

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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):

- improve written records of medicines given to children to ensure that they are signed by parents

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):

- improve the organisation of the indoor environment so that all resources are made accessible in an attractive and stimulating way to ensure that they provide a positive context for learning.

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