

Popcorn Nursery

Inspection report for early years provision

Unique Reference Number	135366
Inspection date	27 March 2008
Inspector	Julia Louise Crowley

Setting Address	Woodlands, Grovelands Priory Hospital Grounds, The Bourne, SOUTHGATE, London, N14 6QY
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Registered person	Belgin Dervis
Type of inspection	Integrated
Type of care	Full day care, Crèche

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?

Popcorn Nursery is a privately run nursery. It opened in 1991 and operates from

a club house. It is situated in the grounds of Priory Hospital in Southgate in the London Borough of Enfield. A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday from 08.30 to 16.00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 33 children aged from two to under five years on roll. Of these 28 children receive funding for nursery education. Children come from the local community. The nursery supports children with special educational needs, and also supports children who speak English as an additional language.

The nursery employs seven staff; of these, four staff, including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because the provider follows current and up to date environmental health and hygiene guidelines. For example, a written risk assessment is completed daily by the health and safety nominated person, the setting is thoroughly prepared by a daily cleaner prior to the arrival of the children and all equipment and toys are routinely cleaned.

The nursery has all necessary policies and procedures in place. Parents' complete consent forms for the administration of medicines and this is competently recorded by practitioners. Accident records, emergency medical treatment forms and the sick child policy are all maintained ensuring that parents are kept well informed and children's welfare is fully safeguarded.

Children have a clear understanding of simple good health and hygiene practices such as washing their hands before they eat, not sharing cups and food, using tissues appropriately and covering their mouths with their hands when they sneeze or cough. They understand that this prevents the spread of germs and keeps them healthy. This message is reinforced with visual aids and posters around the nursery and practitioners gentle reminders.

Children receive a range of healthy snacks including fruit and vegetables encouraging them to develop healthy eating habits. They are asked and are offered drinks however cannot independently access drinks themselves. Children's opportunities to decision make and recognise when they are thirsty are limited. Children bring a packed lunch which is stored correctly in line with environmental health recommendations. The nursery provides parents with suggestions regarding possible healthy options to include for their children's lunch. Children respond extremely well to routines such as mealtimes and personal hygiene. For example, they enthusiastically line up to use the bathroom and automatically wash their hands and dry them competently. Children chatter happily and explain that they are washing away the dirt and germs before they eat their lunch.

Children enjoy a wide range of physical activity. Older children quickly get into their group to play skittles indoors. They negotiate space and balance and learn skills such as aiming and rolling the ball. Younger children shriek with delight as they play with the parachute and try to see their friends underneath the fabric as it rises and falls. Outdoors the children are offered frequent opportunities to play in the fresh air and exercise. They climb on the climbing frames, skip through hoops, master the large mobile toys and set up home in the playhouse. Children competently use a wide range of small tools and equipment with increasing control including, scissors, dough cutters and glue pens.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, warm and secure environment. They leave their coats, wellies and bags in the cloakroom as they enter creating a sense of ownership and familiarity. The walls are crammed with posters, photographs and their own creative works. Toys and play equipment are mostly accessible to the children and at child level. Children know where to find their favourite activities and access them safely. They move confidently around the bright, welcoming learning environment both inside and out making choices about their play. Space is well organised and used effectively to allow children opportunities to engage in a varied

range of activities. The outdoor play space is used daily to provide children with an extended curriculum and to take the indoor environment outside, weather permitting.

Children use a wide range of suitable and safe equipment because the provider ensures that the quality of equipment is good and meets safety standards. All equipment is risk assessed and any repairs made or broken toys are replaced. Comprehensive policies and procedures, implemented well by practitioners ensure children's safety. Daily risk assessments are undertaken before the session begins to check the premises are safe. Security is a priority, practitioners effectively supervise the door when children arrive and depart. The outer door is then locked to prevent them leaving the premises unsupervised

Children are protected because practitioners understand their role in child protection and are able to put appropriate procedures into practice. This ensures that the welfare of the children is fully safeguarded. The provider has effective safety policies in place such as fire evacuation procedure and lost or uncollected children. Children have the opportunity to regularly practise the evacuation procedure which is recorded and risk assessed. Consequently children know what to do should there be an emergency situation.

Helping children achieve well and enjoy what they do

The provision is good.

Children are extremely well settled at the nursery. They enter with smiles of expectation and are greeted warmly by practitioners and each other. Children develop confidence and self esteem from the practitioner's encouragement and praise. They are given time to contribute at circle time and offer their news and comments, confident that they will be valued and listened to. For example, children exchange their news, such as trips to granny's, outing to the swimming pool and flowers that have appeared on the way to nursery. Children listen patiently as each child talks and then settle down for a story time.

Children are well occupied and engage in a variety of activities that are organised for them. The practitioners draw on their child development knowledge and experience to offer the children sufficient challenge and variety to engage the children in play. For example, children enthusiastically play with the up turned lid filled with different fabrics and materials creating an imaginary world of textures, natural and sensory objects. They use the fir cones, shells and mini beasts as part of their game while they consider and negotiate a story that all the children agree on. They benefit from being able to freely access the toys and are beginning to make some decisions about what they would like to do next.

Nursery Education

The quality of teaching and learning is good. Practitioners have a competent knowledge and understanding of the Early Learning goals. The majority of the team have completed training in the Foundation Stage and this can be seen in the effectiveness of curriculum planning. Key workers make comprehensive observations of the children and from these the child's next step is considered. Children's individual learning needs placed within the planning. Practitioners work together and discuss how opportunities can be created for children to progress through the stepping stones and towards the six areas of learning. Consequently activities capture the children's individual interests and create sufficient challenge so that they enjoy and achieve.

Information is gathered initially from the parents regarding their practical needs, like and dislikes. However, information regarding what children know and do at home such as 'recognising

colours' is not recorded. Consequently sometimes the children's starting points are difficult to establish in partnership with parents therefore the assessments of children's progress is sometimes less accurate.

Children form good relationships with adults and children and are sensitive to others. They work as part of a group, taking turns and sharing fairly. For example, children decide to sing together or one by one. They choose to sing individually and take turns, focussing and supporting each other as they clap their appreciation. Children understand what is right and wrong and why. For example, children know to hold the scissors correctly and pass them to one another when they cut out coloured squares for Elmo the elephant's coat.

Children listen and respond with enjoyment and attention to stories, songs and rhymes. Children sit quietly and are spell bound as they listen to the 'Dear Zoo' story. They call out as they guess the animal concealed under the flap. Children are familiar with the story and afterwards are given time to tell the story to the practitioner and children in their own words. In addition, children take part in rhyme time where they jump up and down to 'five little monkeys jumping on the bed'. They come together and work well as a group developing their social skills and ability to successfully interact together.

Children write recognisable letters, generally correctly formed. They are given sufficient opportunities to experiment and use different materials to mark make. For example, children successfully write their names in shaving foam, dough and sand. They progress to holding crayons and pencils correctly and confidently make marks that represent their names. Older children confidently write their names on their creative work and can spell aloud in letters and in phonics. For example, children when playing skittles, begin their turn by spelling out their names in letters and sounds. They enjoy the challenge and congratulate and help each other. Children are surrounded with labelling and type through out the nursery which reinforces their recognition of letter forms and the patterns that they create. However, the quality of the labelling is not always consistent. Letters are sometimes small and in upper case offering a potentially conflicting message to children.

Children show a developing understanding of addition and subtraction through practical activities. For example, empty green water bottles are lined up on a child height shelf. Children count the bottles and are able to connect the number to a three dimensional object. They physically push the plastic bottle off the shelf and guess how many are left. They subtract skittles on the floor as they are knocked them over and add up the scores at the end of the game. They begin to relate addition to combining two groups of objects and subtraction to taking away

Children know about the uses of everyday technology and use information and communication technology and programmable toys to support their learning. For example, children have access to a computer, calculators, tills and phones.

Children express and communicate their ideas, thoughts and feelings by using a widening range of materials, tools, imaginative play, movement, songs and musical instruments. They enjoy innovative creative activities. For example, children enjoy experimenting by making different coloured and flavoured jellies. They enjoy the sensory experience of flavour, smell and texture and cut, spread and design.

Helping children make a positive contribution

The provision is good.

Children behave well. They benefit from the practitioners' good role modelling and their effective use of praise and encouragement to promote children's positive behaviour. Children relate well to each other and are developing their awareness of right and wrong.

Children's spiritual, moral, social and cultural development is fostered. Children demonstrate confidence, independence and self-esteem. They spontaneously share news about their home lives and are learning to listen to others, for example, two children discuss their ballet lesson and what happens when they dance. Children begin to understand and express their emotions. For example, children discuss when they are happy, sad, excited or angry. They learn to use words to communicate how they feel and understand that feeling emotions is acceptable. They start to learn more about other cultures and the wider world through activities including cookery, festival celebration cards and the interest table. Children can access dolls, books, dressing up clothes and play food and utensils that offer positive representation of culture, gender and disabilities.

The partnership with parents and carers is good. Children benefit from the good rapport that exists between parents and practitioners. Parents are effectively kept up to date with information about the provision through a notice board and regular newsletters. In addition, there are daily opportunities for parents to informally chat with practitioners. Parents are encouraged to become involved in their child's learning and there are opportunities to support their child's learning through displayed planning for the next month. Parents are given sufficient information about the early learning goals when their child becomes involved in the Foundation Stage curriculum.

Organisation

The organisation is good.

Children's welfare and education is supported by practitioners that are appropriately qualified and experienced in caring for young children. There is an effective operational plan in place, which helps to ensure sessions run smoothly and children benefit from stable routines. Children's personal information is securely stored and easily accessible to support children's care, such as in an emergency. There are thorough systems for recording the daily attendance of children, staff and visitors, which has a positive impact on promoting children's safety.

The leadership and management is good. Practitioners are suitably qualified and very experienced in their roles. The manager support the small staffing team well and regularly monitor the written observations and assessments completed on the children. The group is aware of the nursery's strengths and areas for development. There is a genuine commitment to further improvement. Strategies have been put in place to further develop the quality of care and education offered to the children. For example, staff take part in professional training opportunities and the setting is forging links with early years networks and advisory teachers.

Overall, the setting meets the needs of the range of children for whom it provides

Improvements since the last inspection

At the last inspection the provider was asked to develop knowledge of child protection issues, ensure that observations and assessments of children identify how children are supported to

move to the next stage of their development, provide more opportunities for children to use a range of outdoor equipment and to provide more opportunities to extend children's mathematical thinking. Since that time safeguarding children training has been completed and information used to update procedures. There is a designated member of staff for safeguarding children issues. The outdoor play area now provides a variety of opportunities for children to play, exercise and enjoy the fresh air. Opportunities for children to extend their mathematical thinking have been implemented into the planning and in every day situations within the nursery. The nursery has met all recommendations.

Complaints since the last inspection

Since the last inspection 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):

- improve children's opportunities for independence by improving accessibility to drinking water throughout the day

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):

- provide labelling that is clear and offers children opportunity to familiarise themselves with the shape and pattern of letters
- establish secure starting points for children learning by recording initial information received from parents

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