

Mary Poppins Nursery

Inspection report for early years provision

Unique Reference Number	EY242886
Inspection date	13 February 2008
Inspector	Elaine Marie McDonnell
Setting Address	66 West Drive, Thornton-Cleveleys, Lancashire, FY5 2JG
Telephone number	01253 857836
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Registered person	Sarah Jayne Garside
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?

Mary Poppins Nursery is one of two provisions owned by a private provider. It was registered in 2002 to the current owner and operates from various rooms of a two storey detached building. It is situated on a main road in a residential area of Cleveleys in Lancashire. A maximum of 37 children may attend the nursery at any one time. The provision operates throughout the year on each weekday between the hours of 08.00 and 18.00, and operates from 10.00 until 16.00 on bank holidays. All children share access to secure enclosed outdoor play areas.

There are currently 52 children aged from nine months to four years on roll, of these, 19 children receive funding for nursery education. Children come from both the local and surrounding areas and attend for various sessions. The nursery currently supports a small number of children with learning difficulties and disabilities. There are no children who speak English as an additional language attending the setting.

There are nine members of staff, including the nursery manager, employed to work directly with the children, of these, most members of staff have an appropriate National Vocational

Qualification at level 3. An additional member of staff is employed on a daily basis to prepare children's meals.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff follow good health and hygiene procedures to ensure that the premises and equipment are kept clean. Good procedures are also followed when staff are serving food. Children understand simple, good personal hygiene practices, such as hand washing, as this is promoted throughout the daily routine. Appropriate accident, illness and medication procedures are in place to protect children's overall health and comprehensive records are completed.

Children are well nourished. They receive a varied range of healthy and nutritious meals and snacks which are freshly prepared on the premises each day by a cook. Children are allowed more food and pudding in proportions appropriate to their needs and appetite. They have their health and dietary needs met because staff work well with parents to obtain written information about individual requirements, allergies or family preferences, which the cook and staff are well aware of.

Pre-school children learn about healthy living when involved in various activities. For example, they have designed plates of healthy and unhealthy foods which are displayed and they also discuss how foods affect their bodies during general play and the daily routine. Children have good opportunities to enjoy physical activity. They have access to enclosed outdoor play areas and also participate in physical play activities indoors, such as dancing to music. Younger children rest, sleep and eat according to their needs and individual routines.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Good steps are taken to ensure that children are cared for in a safe environment. For example, the premises are kept secure, a record of visitors is maintained and suitable risk assessments are conducted on a regular basis.

Good steps are also taken to ensure that children are kept safe when playing outdoors and when on outings. For example, outdoor safety checks are conducted before children go outside and they are well supervised by staff. Children learn to keep themselves safe when involved in regular fire drills. Fire procedures are comprehensive and include clear evacuation procedures from the first floor.

The environment is warm and welcoming for the children with a varied range of activities and toys readily available for them. Resources are easily accessible to children and staff ensure that these remain safe and suitable for children's use with regular checking and cleaning routines.

Children are appropriately protected. Most staff understand their role in relation to child protection and are able to put local procedures into practice when necessary. Some staff demonstrate a good understanding of the different areas of abuse and of possible signs and comprehensive written procedures are in place.

Helping children achieve well and enjoy what they do

The provision is good.

Children are involved in a good range of activities that cover all areas of development. For example, a varied range of interesting toys, water bottles and walkers are readily available for babies. Appropriate activities are planned for babies, including outdoor play, and staff demonstrate a sound understanding of 'Birth to three matters' and the framework is well implemented. Toddlers thoroughly enjoy outdoor play and also enjoy role play activities in the home corner and with small figures and buildings. They have access to a varied range of books, shape sorters, musical instruments and craft materials. All children have access to natural and other materials, such as sand, water, pasta and play dough. They all participate in various activities relating to Valentines Day and people they love. Children show a lot of interest in what they do and enjoy the activities and resources available.

Children develop confidence and self-esteem well when being praised and encouraged for their efforts by staff, for example, when eating their lunch and putting on their own coats. They have opportunities to be independent and use their initiative, such as when pouring their own drinks and when being given choices about pudding and snacks. Children acquire new skills and knowledge with support from staff, for example, they are learning about good foods to eat and what other, unhealthy foods, do to their teeth and bodies. They respond to challenge and concentrate well when involved in various activities, such as water and sand play and various craft activities. Children have appropriate opportunities to learn about wider society and begin to appreciate their own culture and the cultural traditions of others and have recently participated in activities relating to Chinese New Year.

Nursery education.

Children display high levels of involvement in activities and persist for extended periods of time. They have a sense of belonging and make good attachments to members of the group; they know which parents are collecting which children. Older children have a good understanding of the 'golden rules' within the nursery and remind each other to 'share'. Children demonstrate a sense of pride in their own achievements and proudly show their artwork to different adults. They listen well in one-to-one and group situations, such as at story times. Some children use complex sentences to communicate with adults and peers. They initiate conversations well and take account of what others say. Children use language well in imaginative play to recreate roles and experiences, for example, after discussing where the tuna in their lunch comes from, some children pretend to be fishermen catching tuna. Children enjoy an increasing range of books, hold them correctly and begin to be aware of how stories are constructed. They listen well and join in with familiar stories. Some children know that the 'author' is 'the person who wrote the story'. Older children begin to write and form recognisable letters.

Some children show an interest in numbers and counting and some can recognise numerals up to nine and can count beyond 10. They use language, such as 'empty and full', when filling water containers. However, there are limited planned opportunities for children to learn about simple calculation, shape and space. They have been involved in measuring activities when devising a height chart. Children explore, describe and recreate features of plastic animals. They realise that tools can be used for a purpose, for example, paintbrushes and water, scissors and glue sticks and they use various simple tools competently and appropriately. Children learn about a sense of time when discussing ages and birthdays and when they appear throughout the year. Children show an interest in information and communication technology equipment and other simple programmable toys, such as compact disc players. Children respond to rhythm

and music with body movements and gestures. They thoroughly enjoy a music tape and pretend to be various animals, moving like them and imitating the sounds and gestures that they make. Children manage their bodies well to create intended movements. They differentiate colours well and have opportunities to explore what happens when they mix colours. They join in with favourite songs, make collages, paintings, drawings and constructions. Some children pretend that one object reflects another when playing in the role play area. For example, when using a food basket as a fishing net.

The quality of teaching and learning is good and children are making good progress towards the early learning goals. Staff demonstrate a sound knowledge and understanding of the Foundation Stage and of how young children learn. They plan and provide a varied range of activities and play experiences across the six areas of learning. Activities take into account the needs and interests of the children, and staff seek written views from parents about things their children are interested in and the inclusion of all children is actively planned for and monitored. Methods of teaching, expectations and questioning by staff challenge and support children to achieve as much as they can. Children's ability and involvement in activities is appropriately observed and assessed by key workers. Information gained is used well to plan further activities to help move children onto the next stage in their learning and records give a clear picture of children's progress.

Helping children make a positive contribution

The provision is good.

Equal opportunities are well promoted within the setting as all children are included and involved and their individual needs are being met. Appropriate procedures are in place for the identification and assessment of children with learning difficulties or disabilities.

Children's spiritual, moral, social and cultural development is fostered. They enjoy being in the nursery and enjoy the activities available, they are settled and happy and make positive relationships with adults and peers. Children are well behaved and behaviour is consistently and effectively managed staff.

Partnership with parents and carers is good. Parents receive good quality information about the provision and the educational programme. They also receive regular newsletters and have been issued with questionnaires for their views and comments about the provision. Teaching includes parents and carers in children's learning as they are encouraged to share information about their child's interests, experiences and home life, so that these can be included in planning and learning at nursery. Appropriate consent forms from parents are available and contract agreements are in place. Parents interviewed at the time of the inspection expressed very positive comments about the care and education their children receive.

Organisation

The organisation is good.

Good recruitment, vetting and induction procedures are in place and are rigorous and robust enough to ensure that children are well protected and cared for by staff with relevant experience, knowledge and skills. Staff have good access to ongoing training and development courses and have attended several since the last inspection, for example, meeting individual needs, disability and legislation, sharing concerns and moving on with 'Birth to three matters'. All staff have appropriate first aid qualifications, which promotes children's safety in all rooms.

Attendance records and observation indicate that adult to child ratios meet with minimum requirements. Group size and deployment of staff appropriately contribute to children's care, learning and play. Staff have high regard for the wellbeing of all children and, as a result, children receive good adult support and attention.

All records and documents required for the safe and efficient management of the provision are available, well kept and up-to-date. Policies and procedures work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Overall, the provision meets the needs of the range of the children for whom it provides.

The leadership and management of the provision is good and contributes well to children's progress towards the early learning goals. The provision is well managed and the manager has a clear vision for nursery education with a strong focus on the personal development of all children. The leader sets clear directions leading to improvements in the organisation of nursery education and the outcomes for children. For example, the development of the grassed outdoor play area is planned so that children can play safely here in all weathers. A vegetable garden is also planned for the children.

The leader motivates staff and children well, builds committed teams and acts as a good role model. The nursery staff demonstrate as being a strong team who work together well. This is commented on by parents who state that communication between staff is very good. The leader monitors and evaluates the curriculum to identify strengths and areas for improvement. She supports staff where necessary in relation to planning and assessments of children. Staff also receive support through regular staff meetings and an appraisal system.

Improvements since the last inspection

At the previous inspection the provider was asked to ensure that a broad range of activities are planned for children aged from two to three years. A broad and balanced range of activities are planned for all children and include all areas of learning.

The provider was also asked to ensure that children are afforded privacy during nappy changing. This recommendation has also been fully addressed as nappy changing areas have changed within the nursery and appropriately allow for privacy.

Complaints since the last inspection

Ofsted received concerns in relation to National Standard 6 - Safety. The Compliance, Investigation and Enforcement Team contacted the provision who provided an investigation response regarding the concerns raised. Ofsted are satisfied that the provider has taken appropriate action to address the concerns raised and remains qualified for 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.

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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):

- increase some staff's knowledge and understanding of safeguarding children issues and 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):

- plan more activities and experiences to help children learn about simple calculation, shape and space.

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