

# Mary Poppins Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	206117
<b>Inspection date</b>	12 December 2007
<b>Inspector</b>	Sheena Gibson
<b>Setting Address</b>	Mary Poppins Day Nursery, 30 Chain Lane, Mickleover, Derby, Derbyshire, DE3 9AJ
<b>Telephone number</b>	01332 510808
<b>E-mail</b>	
<b>Registered person</b>	Mickleover Day Nurseries Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 good.

### WHAT SORT OF SETTING IS IT?

Mary Poppins Day Nursery opened in 1990 and is situated in a residential area on the outskirts of the city of Derby. The nursery is housed in a large detached property, which has been converted to provide a baby unit and several activity rooms over two floors. The children who attend come from a wide area. There are currently 92 children under eight years of age, on roll. This includes 20 children who are receipt of the nursery education funding. The setting supports children with learning difficulties and/or disabilities and who speak English as an additional language.

The nursery is open throughout the year from 07:30 to 18:00 on Monday to Friday, only closing on Bank Holidays. There are 19 members of staff working either full-time or part-time with the children, of whom over half hold recognised childcare qualifications. The nursery receives support from an advisory teacher from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's good health is effectively supported by staff that follow the provision's health and hygiene procedures. For example, the environment is maintained in a clean and hygienic condition; good nappy changing routines and practices ensure that young children are protected from cross-infection. Children learn the importance of good hygiene through daily routines and discussions with staff. Older children take personal responsibility for hygiene as they learn to independently wash their hands after using the toilet, and young children are offered a baby wipe to support their early understanding of good hygiene practice. However, at snack time children in some areas take fruit from a communal bowl before washing their hands, and in some rooms the tables are not always wiped, which potentially impacts upon children's health.

Children are fully protected if they have an accident or become ill. Staff are aware of the setting's procedures; records are detailed. Good, clear information informs parents of illness and exclusion periods, reducing the likelihood of germs spreading. An inviting outdoor area offers children opportunities to enjoy a varied and interesting range of opportunities to be active. For example, they ride bikes and scooters. They enjoy the swings and climbing frame where they develop co-ordination and balance. They show increasing control of their small muscle skills as they independently use small tools like scissors, glue sticks and take part in activities such as threading.

Children develop healthy eating habits as they choose from a selection of nutritious items such as fresh fruit and carrot sticks at snack time. Their specific health and dietary needs are well catered for as detailed information is obtained from parents and complied with.

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

The provision is good.

Children are cared for in an very welcoming environment, which helps them to feel secure and comfortable. The nursery is well maintained and presents children with a bright and friendly environment. The walls and doors of the rooms and halls are adorned with children's craft and photographs, helping them to feel a sense of belonging. The organisation of the rooms provides children with facilities to play happily, eat comfortably and rest peacefully. For example, the baby unit is self-contained and akin to a domestic environment with a separate area for babies to sleep peacefully and safely.

The equipment and resources that children use are safe and suitable. They have appropriate equipment to ensure children's comfort. For example, high chairs are used for babies' mealtimes. Toys are regularly checked for safety and cleaned to ensure that they remain in good condition. Children are suitably protected in relation to child protection. Staff understand their role regarding reporting concerns to senior staff and would recognise some signs of abuse. However, staff's knowledge is not confident and it is less secure in relation to the steps followed if there is a concern, potentially impacting upon children's welfare.

Risks of accidental injury to children is minimised as a result of the good procedures in place, which are understood and implemented by the staff. The nursery is checked before children's arrival and areas are organised so that children of all ages can move safely. Staff work well together to effectively support children's safety. They regularly exchange clear information

whilst sharing their responsibilities to supervise all aspects of the children's day. Children learn to keep themselves safe. They take part in activities that promote their understanding of safety. They talk to staff, look at books and draw pictures of different ways to stay safe. For example, children have drawn some good pictorial representations that are displayed on the board about wearing seatbelts and not taking sweets from strangers.

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

The provision is good.

Children enjoy their time at the setting. They have good relationships with the staff and with each other. They enjoy making choices about what to play with and are motivated and interested in a broad range of purposeful and developmentally appropriate indoor and outdoor activities, enabling them to progress in their skills and learning. Staff's sound understanding of the 'Birth to three matters' framework ensures that children make good progress. Children are developing independence and confidence, as they access resources for themselves, using their initiative and taking responsibility for their own play. Their self-esteem is fostered because staff show a good level of interest in what they do and interact with them when they are playing, prolonging their involvement and enjoyment.

Nursery education.

The quality of teaching and learning is good. Most staff have a good knowledge and understanding of the nursery education and how to effectively implement activities and therefore, children progress well. The assessments undertaken by staff include some initial information from parents, which enables staff to understand children's starting points. Continued, regular assessments provide valuable information that is used effectively to inform planning. Planning indicates that all of the areas of learning are given attention over a period of time with areas repeated so that children can practise what they have learned. Planning takes into consideration individual children's abilities so that activities are delivered to effectively challenge or support children's developing skills. The methods used by staff contribute well to children's progress. For example, children are grouped in accordance with their abilities. There is a good balance of free play and some structured activities, which give children the opportunities to practise their skills in a play environment.

Children are confident, enthusiastic and well motivated. They have good personal independence skills. For example, they ably put on their coat and manage their own toileting needs. They have good relationships with staff and each other. They work harmoniously together and willingly help each other tidy up. Children behave well and thoroughly enjoy the extra responsibility of being the 'special helper'. Children are developing good communication skills. They enjoy discussing their experiences such as going to see Santa and going on holiday. They use language imaginatively in the role play area and also think carefully about the vocabulary they use when answering a question. They use language expressively, describing their Christmas tree as 'massive'. They are beginning to link sounds and letters when they talk with staff about their name, sounding out the initial letter. They enjoy books and independently use the book corner, using books correctly and making up a story from the pictures. They see different types of print in the environment such as newspapers and magazines and are encouraged to make marks, including writing their name on the board, which some children do legibly.

Children count regularly during routine activities. For example, they count the children daily and count the plates and cups at snack time. Number lines set at an appropriate level help them to recognise the shape of numbers. Activities effectively help children to learn more and less

than. For example they sing rhymes and group items. They use mathematical language during play and also when focussing on a topic. For example, they draw pictures of opposites, such as big and little. Geometric shape puzzles help children to describe different shapes, considering, for example, how many side a square has. Children have some opportunities to explore and investigate. For example, they discuss how the trees change over the seasons and look at insects with a bug-catcher. They build and design using some construction bricks and also enjoy 'junk' modelling. They are learning to operate simple technological equipment such as a computer mouse. However, staff are not as confident in the area of Knowledge and Understanding of the World and so children do not progress as well in this area.

Children are able to be freely creative. They explore colour through, for example, mixing paints and describing the new colours that they make. They have daily free access to sensory boards and natural products to enable them to explore using their senses and enjoy making large scale paintings using bikes and footballs to make prints and patterns. They take part in a wide range of musical activities. For example, they sing, play instruments and dance to music. Children are very imaginative and make up their own designs with art. For example, they make a 'book' from their picture. They pretend to be animals during music and movement; they make up stories such as Goldilocks going into space in a rocket. They use the role play and dressing up freely and often draw on their personal experiences to make up stories and games.

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

The provision is good.

Children's individual needs are effectively met and positive steps are taken to fully include them into the setting. Staff greet children in a friendly and interested manner when they arrive, which successfully promotes their confidence. The detailed information received from parents at registration and then on an on-going basis means that staff are fully aware of any changes to children's needs. Children are respected and valued. Their bright and colourful creative designs take pride of place around the nursery walls and their opinions are regularly sought. For example, staff ask children to evaluate activities. Children are effectively supported in understanding about diversity. They take part in activities that help them to learn about other people in the world and have access to a variety of resources that depict positive images of differences.

Children who have learning difficulties and/or disabilities are well supported. The setting works with parents and other agencies to ensure that children are fully included and their individual care and development needs effectively supported. Children are cared for in a positive environment where they behave very well. The environment is stimulating and good interaction from staff results in children remaining positive. They are learning to understand responsible behaviour and are encouraged to understand right from wrong, from an early age. For example, younger children are learning to share toys. Older children have a good understanding of the expectations for behaviour and are respectful to each other and staff. Children's social, moral, spiritual and cultural development is fostered.

Staff work closely with parents to provide consistent and appropriate care for children. Parents are well informed about the setting through, for example, notice board information and newsletters; photographs are displayed that communicate to parents what activities the children have been doing. Parents are able to share their views about the setting as questionnaires are periodically sent out; the setting uses this information to positive effect. The partnership with parents and carers of children who receive nursery education is good. Parents are given in-depth information about the nursery education. This is on-going in the form of detailed planning on

the notice boards and photographs that explain in pictures the types of activities that children do within each area of learning. Drop-in sessions and parents' evenings are available to parents and are a valuable source of information sharing, also effectively supporting parent's understanding of how they can support their child's learning at home.

## **Organisation**

The organisation is good.

Children are cared for by staff who are suitably qualified and experienced. The setting take positive steps to keep up to date with regulatory changes and those within the childcare field, which positively impacts on children's care and learning. Appropriate procedures are in place to ensure a generally robust system for the recruitment of staff, which effectively promotes children's safety. Space is well organised within the nursery. Rooms are organised to be suitable and stimulating for the ages of children who use them. Children are organised into developmentally appropriate groups so that they are able to progress safely at their own pace. All relevant documentation is in place. It is very well organised and the manager is able to easily locate relevant documentation that is required. Policies and procedures are regularly updated and are shared with parents. Overall, the provision meets the needs of the range of children for whom it provides.

The leadership and management of the nursery education is good. The manager has a good understanding of the nursery education and therefore is able to effectively support staff. Detailed self-evaluations are completed with actions plans, showing staff's commitment to improve practice. Staff share in the planning of the curriculum and therefore take responsibility for the implementation. The staff team work very well together and provide each other with a good example as well as effective support. Effective use of monitoring and evaluation ensures that any weaker areas are identified and addressed. Consequently children progress well.

## **Improvements since the last inspection**

At the last care inspection the provider was given recommendations around: extending the existing policy to include procedures to be followed in the event of a child being uncollected; reviewing the provision for younger children on the first floor to ensure they have access to a wide range of activities which allow them to make choices in their play; requesting written permission from parents for seeking emergency medical advice or treatment.

These have been effectively addressed. A policy is in place in relation to a child being uncollected; positive steps have been taken to enable children on the first floor to have access to a wide range of toys through the creative organisation of the rooms; permission has been obtained from parents to seek emergency medical advice or treatment. This effectively supports children's care and well-being.

At the last nursery education inspection key issues were raised around: developing the long term planning to link more closely to the early learning goals so that all aspects of learning are given appropriate attention over time; providing more opportunities for children to investigate, explore, design and make on a regular basis; encouraging children to question how things work and why things happen; developing further opportunities for children to be creative, which draws upon their imagination and originality, with particular reference to art, music and dance.

These have been effectively addressed. The planning is detailed and clearly shows that all areas of learning are covered and the learning intentions demonstrate the link to the early learning

goals; children have opportunities to explore, investigate, design and make on a regular basis; children are confident to ask questions such as why things work during routine activities as well as planned activities; children have daily opportunities to be creative as they have free access to the creative trolley, musical instruments, interpretive dance and imaginative play, as well as taking part in planned activities. Therefore their learning is effectively supported.

### **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.

## **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 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):

- take positive steps to promote children's health through ensuring good hygiene practice before snacks and meals
- develop further staff's knowledge and understanding of child protection and the procedures to follow if there is a concern.

#### **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):

- develop further staff's awareness about how to effectively support children's learning in the area of Knowledge and Understanding of the World.

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)