

Little Poppets Day Nursery

Inspection report for early years provision

| | |
|--------------------------------|---|
| Unique Reference Number | 256781 |
| Inspection date | 17 July 2007 |
| Inspector | Louise Brawn |
| Setting Address | 101 Fulbridge Road, Peterborough, Cambridgeshire, PE1 3LD |
| Telephone number | 01733 562430 |
| E-mail | |
| Registered person | Sarah Louise Raucci |
| 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 satisfactory. 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?

Little Poppets Day Nursery opened in 1995. It operates from converted premises in a residential area of Peterborough. A maximum of 15 children aged from two to five years may attend the nursery at any one time. The nursery is open each weekday from 08:30 to 17:30 including the provision of nursery education to funded children.

There are currently 31 children from two to five years on roll. Of these, 20 children receive funding for early education. The nursery serves the local area and beyond. Children attend for a variety of sessions. The setting currently supports children with learning difficulties and/or disabilities. There are children who speak English as an additional language attending at present.

The nursery employs four part-time and one full-time members of staff. All the staff hold appropriate Early Years qualifications. The setting receives support from a Pedagogical Teacher and Child Care Adviser from the Children's Strategic Partnership (CSP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in clean and well-maintained premises. Staff have a clear understanding of the need to prevent cross-contamination through sound policies and good practice. Children follow simple good health and hygiene practices within daily routines, for example, washing their hands after using the toilet and before eating. Those responsible for the preparation and handling of food are fully aware of, and comply with, regulations relating to food safety and hygiene.

Children's welfare is promoted because staff are familiar with appropriate medication and accident procedures, helping them to act in the children's best interests in the event of illness or accident. The majority of required documentation and consents are in place to support this, however, written parental consent for the seeking of emergency medical advice or treatment is not in place, which places children at risk and is a breach of regulations.

Children's dietary needs are met through the provision of three meals a day as well as two light snacks. All menus are carefully balanced nutritionally and all food is freshly prepared on site taking into account any dietary needs and preferences. Children sit down together in a group to enjoy items such as fresh fruit at snack time. Drinks are provided at regular intervals and children have access to fresh drinking water throughout the day promoting their independence.

Children enjoy a variety of opportunities to experience physical activity indoors and outdoors which contributes to a healthy lifestyle. They enjoy moving freely around the large outdoor play area, for example, when using ride-on toys, climbing through tunnels and playing games. Children use their small muscle skills with varying degrees of control as they use pencils and scissors and whilst practising their threading skills. This helps them develop their hand-eye coordination.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment which offers sufficient indoor and outdoor space for them to rest and be physically active. Staff offer constant supervision to children and have good procedures in place to be followed in the event of an emergency, thus helping to maintain children's safety at all times. Staff take positive steps to minimise risks, for example, excluding children from the kitchen area unless they are taking part in a supervised activity and closely monitoring arrival and departure times. Thorough risk assessments are carried out on a daily basis further promoting children's safety. Fire safety precautions are in place and staff regularly practise emergency evacuations with the children to ensure they know what to do in the event of a fire.

Staff create a very welcoming and stimulating environment. The building is attractively decorated with posters and examples of children's artwork on display. The layout of the setting provides children with space to move around freely and safely and encourages their independence, for example, children confidently access the toilet and hand washing facilities. Well-organised child-friendly and accessible storage facilities enable children to self-select from the broad range of safe and suitable toys and equipment that are well-maintained and meet safety standards.

Children's welfare is safeguarded because staff have attended child protection training and they are fully aware of their roles and responsibilities in protecting children.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happy and settle well or are sensitively supported by staff to do so in the welcoming environment. Children form good relationships with each other, they eagerly greet their friends as they arrive and excitedly show them what they are doing. They are confident in their dealings with staff and can play well on their own or with others. Staff are supportive and caring towards the children and take time to listen to their stories from home. This helps children develop a sense of self-worth as they know staff value their contributions. Staff spend time directly with children, creating a calm and friendly atmosphere where children feel comfortable and relaxed and begin to understand what is expected of them. The organisation of activities and routines of the session encourage children to initiate their own play and follow their own interests, as they freely choose to spend their time engaged in activities that interest and motivate them.

Staff are aware of the 'Birth to three matters' framework and have attended the relevant training to ensure their practices are kept up-to-date. Staff informally adapt activities to ensure younger children are able to participate and make progress. Children understand the routines of the group and come together happily for group activities such as circle time and outdoor games.

Nursery Education

The quality of teaching and learning for the funded nursery education programme is good. A good balance of adult-led and child-initiated play ensures children are motivated and engaged in a broad range of developmentally-appropriate activities. Staff use their good knowledge of the Foundation Stage and how children learn to provide a stimulating environment which reflects all children's background and the wider community. Staff use a varied range of teaching methods to motivate children so they are keen to learn and make progress, for example, appropriate questioning which helps to develop their curiosity. They build easy and trusting relationships with the children by actively listening to them and model good behaviour themselves. Staff constantly join in with children's play to extend their learning and encourage their interest in activities. A clear consistent approach is adopted by staff when it comes to behaviour management which ensures behaviour is managed effectively. Children begin to learn to manage their own behaviour by following simple rules and they are able to remind others of when they are breaking the rules.

Planning is based around projects and is balanced across the six areas of learning. Assessment is based upon meaningful observations recorded in children's records of progress and staff informally consider children's next steps in learning. However, there is not currently in place an effective system of evaluating these records to formally identify children's progress to show how they are used to link to the early learning goals. This would ensure their next step of learning is clearly identified and appropriate challenged is offered.

Children enjoy their time at the setting and are motivated to learn through exciting and interesting activities such as experimenting with jelly and acting out role-play within the 'post office' corner. They have a positive attitude to learning and become confident and self-assured in their play by readily talking about experiences in their lives. They develop their self-esteem and take great pride in their achievements by actively seeking out staff to show them what

they have done. Children genuinely enjoy each other's company. This is reflected in their play and when cooperating and sharing resources. They have good pencil control and there are opportunities within the setting for name recognition.

Children begin to see connections and relationships in numbers, shapes and measures. They are encouraged to carry out simple calculations and often practise their counting skills which forms part of their daily routine. Children competently display their skills when using the computer and enjoy accessing programmes that encourage shape recognition for example.

Children take part in activities to learn about living things such as jellyfish and mermaids during a 'deep blue sea' project. They make good use of their imagination in planned and spontaneous role play situations both inside and out. They explore their creativity through experimenting with a range of media and materials. Overall, children make good progress in their learning and achieve well given their capability and starting points.

Helping children make a positive contribution

The provision is good.

Children and parents are warmly welcomed into the setting. Staff value individual personalities and ensure all children are able to play with toys and equipment which meet their individual needs, so they can become confident and independent. Displays of their artwork around the setting help them to develop a good sense of belonging and children proudly point out the birthday bear which represents the month in which their birthday falls. Children recognise and accept daily routines such as clearing away the activities to gather for registration or snacks. They are encouraged to share and to treat each other, the staff and the resources with respect. The concept of friendship is key within the setting. The provision has effective arrangements in place to care for children with learning difficulties and/or disabilities and staff work in partnership with parents and other professionals to ensure children's specific needs are met.

Staff liaise with parents to ensure they seek sufficient information to enable them to meet children's individual care, health and dietary needs. Children have meaningful opportunities to learn about the wider world and other cultures, for example, by celebrating the Chinese New Year and Diwali. Children also have access to a range of multi-cultural resources within the setting.

Children's spiritual, moral, social and cultural development is fostered. For example, they are developing their self-esteem and confidence and beginning to learn right from wrong as staff are consistent and remain positive in their dealings with the children. Children understand the rules of the group and explain them to others. Their basic self-care skills are promoted on a daily basis and they are provided with opportunities to learn about the wider world and other cultures.

Partnership with parents and carers is good. All the required documentation is in place to ensure children are looked after according to their parents' wishes. Accessible written information and informal discussion provides useful details about the setting, staffing, routines, procedures and policies. Children benefit from the good relationships fostered with parents. Information is exchanged verbally on a daily basis to ensure children's changing needs are met and to provide continuity of care. Short monthly newsletters and displays are used to provide further information to parents about the Foundation Stage and what their children are learning. Parents are invited to discuss their child's progress with staff members and they have access to their work files. However, systems need developing to further involve parents in their children's

learning. Parents are very complimentary about the care and education provided. They have friendly relationships with the staff and approach them with ease and confidence. Staff make parents aware of how they can make a complaint and are aware of their duty to log complaints, should they ever receive any.

Organisation

The organisation is satisfactory.

Children are relaxed and happy in the setting. They are safeguarded as thorough recruitment and vetting procedures ensure children are well-protected and cared for by staff who have good knowledge and understanding of child development. The well-organised environment and effective staff deployment enhances children's enjoyment and achievement and ability to take an active part in the setting. Sessions are well-organised with clear routines which help children settle and become confident. Staff work together as an effective team to support children's care, learning and play.

Operational policies and procedures are effectively implemented and evident within the setting which promotes all outcomes for children. However, the absence of parental consent for the seeking of any emergency medical advice or treatment poses a risk to the children attending the setting.

The leadership and management of the funded nursery education programme is good. There is a clear vision for providing nursery education and the staffing team are committed to evaluating the provision they offer and improving the quality of care they provide. Regular informal discussions take place to monitor and evaluate the provision and identify areas for improvement. The manager is a positive role model which motivates staff and she welcomes advice and support from outside agencies. Staff appraisals are conducted informally to identify strengths and weaknesses and areas for professional development. Staff show a commitment to continued improvements to practice through participation in local training programmes. The setting is able to assess its own strengths and weaknesses and staff work closely with other professionals and act upon any advice given.

Overall children's needs are met.

Improvements since the last inspection

At the last inspection, the setting were given five recommendations. The first one was to ensure children's times of departure were consistently recorded. This has been addressed by staff recording the exact arrival and departure times of children attending on a daily basis. They were asked to ensure the safety of the bird bath in the garden. Children no longer have access to the bird bath. The setting were asked to ensure that methods for recording the administration of medication are clear. This has been addressed by having a clear policy in place that details the procedures to follow in this instance. The setting were asked to ensure that children are provided with opportunities to help themselves to a drink during meal times. The setting now have a water cooler which children independently access. The final recommendation was about improving information provided for parents regarding daily activities. Parents are provided with monthly project letters and display boards around the setting detail the themes of the day and daily routines. Therefore, all of the recommendations from the last inspection have been successfully addressed to promote positive outcomes for children.

Complaints since the last inspection

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.

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 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 satisfactory. 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):

- ensure that written parental permission is requested, at the time of the placement, to the seeking of any necessary emergency medical advice or treatment in the future

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):

- review methods used to record children's progress showing how they are used to link to the early learning goals to ensure their next step of learning is clearly identified and appropriate challenge is offered
- consider how parents could be further involved in their children's learning.

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