

Little Poppets Nursery School/Kidz Club

Inspection report for early years provision

Unique Reference Number	226975
Inspection date	27 November 2007
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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?

Little Poppets Nursery School is situated in Leicester City. It was registered in 1994 and is privately owned. It is registered to provide care for 74 children between 0 and eight years; of these no more than 18 may be under two years at any one time. There are currently 71 children on roll of whom 10 are in receipt of funding for nursery education. The nursery offers support to children with learning difficulties and/or disabilities and to children who have English as an additional language.

The facility opens Monday to Friday from 07.30 until 18.00 and children attend for a variety of sessions.

There are nine staff who work with the children, six of whom are qualified. The setting receives support from the local education authority.

The nursery holds an Investors in People award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well aware of daily routines such as hand washing which effectively promotes their health and development. They also use liquid soap, paper towels and hand dryers to minimise the risks of cross contamination. Their learning is also well supported as staff engage them in discussions about why they need to wash their hands. Staff also ensure babies' hands are wiped when required. Staff employ good procedures to ensure that nappy changes are managed hygienically, they wear gloves and use antibacterial spray to prevent infection. All policies and procedures are in place to ensure that children's health is well promoted and most staff have a first aid qualification. However, parents do not always sign for medication dispensed which means children's safety may be compromised.

Children's emotional needs are well met as they have separate sleeping areas in their home rooms which makes them feel secure.

Children have access to a good range of equipment for developing their physical skills and enjoy outdoor physical activity on a daily basis. There are also good opportunities for children to enjoy indoor activities such as music and movement and there is a soft play area with a ball pool. This means their physical skills are well promoted all year round. Children are skilful at manipulating equipment such as scissors and a computer mouse that improve their small hand skills; staff effectively encourage younger children to feed themselves which improves their hand and eye coordination. Staff have a good awareness of bringing the indoors outside and children enjoy activities such as water and sand play and using writing boards in the enclosed play area. This also includes a secret garden for children in which they can climb trees and stand on benches, with supervision, so they have a good range of challenges. A separate area has been created for babies with suspended articles such as wind chimes, an octopus and a mop head which stimulates their interest well.

Children receive healthy, balanced meals which are homemade and nutritious. For example, children enjoyed a meal of pizza and spaghetti hoops. They have also completed topic work about healthy eating and staff talk to them about which foods are good for them so they learn about healthy options. Children also have a good range of practical activities such as making fruit kebabs to support their learning in this area. Fruit is provided at snack time and drinks are available at all times so children's health needs are well met. The nursery ensures that all children's dietary requirements are met as they take all relevant details at admission. Children who attend the out of school club can have breakfast before school or a meal after school.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is well promoted by the range of measures that are in place within the nursery. For example, a child protection policy is in place which is covered at induction for all staff. Parents are also made aware of the policy as it is worked through with them at admission so they are clear how their child's safety is maintained. Some staff have attended training in this area although not all staff have a sound awareness of the procedures to follow, this means children's safety may be compromised.

Admission to the nursery is managed by an intercom system and a CCTV to ensure children are well protected. Staff ensure that the nursery is safe for children because they have completed a risk assessment on the premises and check the building and equipment daily. Risk assessments have also been completed for trips out so children are always protected. Staff use the 'Birth to three matters' framework well to encourage children to think about their own safety. For example, they remind them to hold the hand rails when using the stairs and tell them why they must do this so they learn to be responsible for their own safety. Children in the out of school club are collected by minibus, the bus has an escort so children's safety is well maintained.

All children have easy access to a good range of developmentally-appropriate resources which support the Foundation Stage and the 'Birth to three matters' framework. They can enjoy these in comfort as they sit at child-sized tables and chairs and work at their own height, this also promotes their choice and independence well in free play activities. Children are well protected from the risks of fire as they have participated in regular drills and extinguishers and electrical equipment are tested regularly to enhance safety measures.

Helping children achieve well and enjoy what they do

The provision is good.

Children have many opportunities to engage in a range of activities designed to support their play and learning. They can make choices from resources such as soft toys, musical instruments, dressing-up clothes and books. They also enjoy painting and messy play and have made shakers using rice and beads. Rooms are used imaginatively to stimulate children's interest and they have easy access to good quality materials that they enjoy. For example, they can access an imitation area, a sensory area and a discovery area. Children enjoy being creative and have made pictures using glue, paint, tissue paper and tin foil. They have also made acorns to support the theme of Autumn Rhymes. Staff enjoy their time at the group and use the 'Birth to three matters' framework effectively to plan outcomes for children. Good observations are made by staff to ensure children are making progress and an activity participation sheet highlights any areas that may need further input. Assessments clearly show what children have learnt and what they need to learn next.

Children are learning to communicate well because staff spend time talking to them and involving them in the routines of the day. For example, children know when it is dinner time and staff explain to them what is happening. They go to tables and start to sit in their chairs for which they receive lots of praise. Staff use buzz words with children so they begin to associate activities with language, for example 'squeeze' and 'bend' when they use play dough. Staff also thank children for listening so they know their participation is valued. Children enjoy singing and staff involve them in choosing action songs so they are engaged.

Very warm relationships are in place between the staff and the children which means that children feel confident to approach staff to help them in activities. For example, a child happily holds a staff member's hands, rocking and swaying as she sings songs to her.

Children in the out of school club can choose from a good range of age appropriate activities which include use of the computer, a pool table and games. They can also have input into planning so they have good opportunities to maximise their enjoyment and achievement.

Nursery Education.

The quality of teaching and learning is good. Children are engaged in the good range of activities provided which promotes their interest and ensures that they are making good progress in all areas of learning. Children work well together and learn about the simple rules which help the group to operate smoothly. For example, no pushing or shoving as they run around outside. They are also learning to be independent in activities such as putting their clothes on and off as they go outside or change for physical activities. Children are confident and skilled speakers and use words effectively in activities such as registration time when they talk about the weather. Staff also promote their sound and letter recognition effectively as they sound the letters that words begin with, such as 'M' for Monday.

Children are making good progress in mark-making and use this purposefully in activities such as writing shopping lists; some older children can also write their own name and copy letters. Children recognise their own names and benefit from seeing words displayed around the room. They also have access to an easily accessible range of books and use the 'Book Bus' to enhance their experience of reading. Children show skill in counting and many count above 10 as they count the date. Displays also show that children have completed work on basic shapes and are learning appropriately about these.

Children's physical skills are well developed through the use of daily outdoor play. They enjoy running races and using ride on toys which they manage safely. They are aware of the effect that exercise has on their bodies and listen to their hearts after completing activities. Children enjoy using large equipment such as a climbing frame and slide which allows them to develop good skills in balancing and negotiating their own space.

Children have good access to information technology and are confident in using a computer and tape recorders. They are developing a good understanding of the natural world as they grow flowers and vegetables and look after fish and snails. They are also watching a pear rot so they can observe changes and this links well with the Autumn theme at the nursery. Children have opportunities to learn about the community as they enjoy trips to the Post Office and walks to collect conkers or count cars.

Staff are enthusiastic about their work and have a good understanding of the Foundation Stage and what they expect children to learn. This is reflected in planning which covers long, medium and short term goals and covers all areas of learning. A daily activity planner is used effectively to show what children will learn and this includes differentiation. This means activities are extended or simplified to ensure all children receive a well-balanced curriculum according to their needs. However, evaluations of sessions are not always completed which means opportunities are missed to further develop activities for children. Staff make useful observations about what children can do and this informs planning so that children make progress. Assessments are completed at regular intervals so staff know what children need to learn next.

Helping children make a positive contribution

The provision is good.

All children are welcome and the nursery aims to provide a welcoming and caring environment that reflects cultural and social diversity. This is achieved as staff speak a variety of languages that help children to settle, staff also work closely with parents to ensure they have key words to meet children's needs. Children learn about difference and diversity as they acknowledge a good range of festivals such as Eid and Diwali. For example, children and staff dress up in appropriate clothes and enjoy foods such as curries and sweet and sour vegetables so their awareness of the wider world is well promoted. Children with learning difficulties and/or

disabilities receive an individual service at the group. Staff work closely with parents and other professionals to ensure this and one-to-one support is available if required.

Children behave well and sharing is effectively promoted. For example, babies are reminded to share when they both want the same toy and happily accept staff's intervention as they distract them by offering other activities. Children have a good understanding of the need for rules to ensure that activities are successful. For example, children in the out of school club have devised their own, such as 'look after our room' as they learn effectively about being responsible for their own behaviour. Children make a positive contribution to the setting as they help to set tables and tidy away toys after activities. Children receive lots of praise for good behaviour which lets them know they are valued and acknowledged.

Staff are available to speak with parents daily and a key worker system is in operation so that children's individual needs are acknowledged. Parents receive a good range of written information about the setting which includes newsletters and a prospectus. This contains information about policies and procedures and the areas of learning. Parents also have the opportunity to complete questionnaires about the nursery so staff can build on their suggestions. For example, making policies and procedures more accessible. Parents have also visited the nursery to enjoy a 'big breakfast' with their children so they can share their day.

The quality of the partnership with parents and carers is good.

Parent's evenings are held twice a year at which parents can view their child's work and observe their progress. Staff ensure they build on children's strengths and interests as parents contribute to a baseline assessment of their child. They are also made aware of targets that staff have set for children. Parents have suitable opportunities to be involved in their child's learning as they are informed of topics and given verbal suggestions about how to progress their child's learning at home. Children's social, moral, spiritual and cultural development is fostered. Staff introduce children to their own and other cultures appropriately, they support children in behaving well and are beginning to promote children's personal, social and emotional skills effectively.

Organisation

The organisation is good.

Children's safety is well maintained because they are looked after by staff who have been appointed through a robust application process that includes appropriate vetting procedures. The nursery also ensures that students are never left alone with children. The nursery is organised so that children are well cared for in age appropriate rooms that are bright and well maintained. The out of school club also operates from its own room.

Staff are deployed effectively to meet the needs of children which helps them to settle. Most staff at the group have a childcare qualification and training has included first aid, food hygiene, child protection and behaviour management. All legally required documentation which contributes to children's health, safety and well-being is in place for the nursery and out of school club and is regularly reviewed. Induction procedures also ensure that children receive a consistent service from staff who are clear about the expectations of the manager and proprietors.

The quality of leadership and management is good. The manager has a good awareness of how to provide a quality service to children. This is because systems to monitor and evaluate the provision for education are in place and work effectively. For example, the proprietors regularly

audit the nursery and the manager observes staff as they work with children. A written observation is made of this so that staff can receive feedback and reflect upon their practice. Annual appraisals are in place and the proprietors are committed to supporting staff training and development to ensure that children benefit from current practices. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, the provider agreed to ensure that the assessment of children's progress is clearly based on observational evidence and that it identifies what steps children need to take next; ensure that plans are clearly drawn from information in children's assessments so that activities are provided which children are interested in and what they need to do next; provide opportunities for parents to share information about their child's progress, their starting points and next steps and ensure that the knowledge of managers and staff is up-to-date so that systems used to monitor and evaluate the provision are more effective. An action was also raised to ensure that adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

Meaningful observations are now in place that clearly show what children have learnt, these contribute to children's assessments which then inform planning. This ensures planning builds on children's strengths and interests and highlights what they need to learn next. Parents now contribute to a baseline assessment of their child and help to set targets so they are well informed of their child's progress. Staff have a good awareness of the Foundation Stage and managers have systems in place to ensure this is delivered effectively to children. Systems are now in place to ensure all staff are vetted which enhances safety measures and keeps children safe.

Complaints since the last inspection

In September 2006 Ofsted received a complaint which raised concerns about insufficient staff, staff suitability and qualifications, safety on an outing, and dealing with complaints from parents. These concerns related to National Standards 1: Suitable person, 2: Organisation, 6: Safety, 12: Working in partnership with parents and carers, and 14: Documentation. Ofsted conducted an unannounced visit to the provision to investigate the National Standards related to these concerns and found that the provider was not meeting National Standard 2. The provider was issued with an action under National Standard 2 requiring them to ensure that they meet the required adult to child ratios at all times. In addition, the following recommendations were made to further improve the childcare service: ensure that the system for registering children and staff attendance on a daily basis shows the hours of staff attendance; and ensure that records, with regards to staff, are available for inspection. A satisfactory response to this action was received and the provider remains qualified for registration.

In September 2006 Ofsted received a complaint about staff: child ratios, supervision and complaint handling. These concerns related to National Standards 2: Organisation, 3: Care, learning and play, 6: Safety and 12: Working in partnership with parents and carers. Ofsted undertook an unannounced visit to investigate the National Standards related to these concerns and found that the provider was not meeting National Standard 1: Suitable person and 2: Organisation. The provider was issued with the following actions for completion. Under National Standard 1 they were required to demonstrate how they ensure that staff caring for children and others likely to have unsupervised access to them, including those living or working on the premises, are suitable to do so. Under National Standard 2 they were required to ensure staff

are deployed effectively within the premises to ensure the safety, welfare and development of the children. Ofsted received a satisfactory response to these actions and the provider remains qualified for registration.

In September 2007 Ofsted received a complaint which raised concerns about nappy changing routines, managing complaints made by parents and informing Ofsted of significant events. These concerns related to National Standards 7: Health, 12: Working in partnership with parents and carers and 14: Documentation. Ofsted conducted an unannounced visit to the provision to investigate the National Standards related to these concerns. There was no evidence to suggest these National Standards were not being met however an action unrelated to the initial complaint was raised under National Standard 6: Safety: improve the system for managing access to the premises. A satisfactory response to the action was received and the provider remains qualified for registration.

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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):

- ensure that parents sign to acknowledge medication administered to children
- ensure that all staff know how to implement the child protection procedure

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):

- make sure sessions are evaluated so that activities always progress 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