

# Poppies Daycare Nursery Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY364714
<b>Inspection date</b>	13 May 2008
<b>Inspector</b>	Nikki Whinton
<b>Setting Address</b>	Aspire Business Centre, Ordnance Road, Tidworth, Wiltshire, SP9 7QD
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<b>Registered person</b>	Poppies Daycare Nursery 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?

Poppies Daycare Nursery is an independently owned nursery that re-registered as a limited company in 2007, after 11 years in Tidworth as part of the Aspire Business Centre. The setting operates from purpose built, self-contained premises attached to the centre. There is an enclosed outside play area. A maximum of 68 children aged under five years may attend the nursery at any one time. The setting is open each weekday throughout the year from 08.00 until 17.30. Children attend the setting mainly from the local garrison town and surrounding villages.

There are currently 92 children on roll. Of these, 35 children receive funding for early education. The setting supports children with learning difficulties and/or disabilities and children for whom English is not their first language.

The nursery employs 21 full and part-time members of staff to work with the children. Of these, 20 hold appropriate early years qualifications and one is working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children lead a healthy lifestyle whilst in the provision. They have daily opportunities for fresh air and exercise, either within the provision's fully enclosed outside play area or through walks around the locality. The outside area has a large canopy that offers children shade during warm weather. There children are able to explore a variety of physical play equipment, such as a play house, tunnels, a climbing frame, slides and ride on vehicles. Older children within the Foundation Stage, are involved in a programme of planned activities to promote their large muscle development and also have the chance to take part in weekly 'Jo Jingles' music and movement sessions. They are able to improve their fine motor skills through learning to safely handle a variety of tools, including cutlery, scissors, pencils, the computer mouse and paintbrushes.

Children enjoy a varied menu of healthy snacks and freshly prepared cooked meals whilst in the provision. Parents of children bringing lunches are made aware of the need to include ice packs, due to a lack of suitable storage facilities. Dietary issues or allergies are discussed with parents as part of the registration process. These discussions are recorded, placed in the appropriate base rooms to enable instant staff reference and accommodated. Children are always offered drinks at snack and meal times. However, older children are not able to easily help themselves to drinking water throughout the day and are not routinely reminded to consume fluids during warm weather.

Children are learning good health and hygiene practices as part of the setting routine. For example, they are becoming aware of the importance of wearing sun hats and sun cream whilst playing outside during fine weather. They understand the need to wash their hands after toileting and are learning to blow their noses themselves before hygienically disposing of the tissue. There is a wide range of measures to promote children's good health. Most staff have a current first aid qualification, the group's sick child policy is included within the prospectus, hygienic nappy changing routines are in place, children use separate paper towels to reduce the risk of cross contamination and correct administrative procedures are followed should accidents occur or children require medication. However, whilst all children wash their hands as part of the morning routine, some do not have the chance to wash their hands immediately prior to eating their snack. As a result, their good health could be compromised.

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

The provision is good.

Children play and rest within premises that are clean, well maintained and of an appropriate temperature. Colourful wall displays and examples of children's artwork create a welcoming environment for parents and children. There are suitable sleeping facilities and procedures for babies and toddlers. Older children are encouraged to self-toilet, which helps them to develop their self-care skills.

There is a wide range of equipment that is stored on low-level shelving, to encourage children's independent selection. They benefit from the staff's awareness of safety issues concerning the purchase and ongoing maintenance of equipment. As a result, children play with age appropriate toys that are safe and suitable. There is a range of measures to help keep children safe. For example, children are well supervised, the premises are secure, door guards prevent children trapping their fingers and socket covers are fitted to exposed electric points. Children are

learning to share some responsibility for their own safety through practical activities, including taking part in fire drills and helping to tidy away toys, thereby reducing trip hazards.

Children's welfare is promoted by staff that have a secure understanding of child protection issues, confidentiality of information and the correct procedures to follow if concerned about the well being of a child. The prospectus provides parents with a copy of the group's child protection policy. This is an effective way of making them aware of the provider's responsibilities, prior to a child commencing in the setting.

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

The provision is good.

Children enter the provision willingly and quickly settle to self chosen activities, either within their base rooms or outside play area. Any child who is initially a little hesitant to join in, receives good quality individual support to help them integrate with their peers. Children throughout the nursery have a positive relationship with the friendly staff and approach them spontaneously for hugs and cuddles. Whilst children are independent and self-assured, they benefit from the staff's good deployment and active involvement in their play. Children within the nursery are gaining valuable self-care skills. They are learning how to feed themselves using appropriate cutlery, whilst those in the Butterflies and Sunflower rooms have the chance to pour their own drinks at snack time and spread toppings on their toast.

Younger children, who have not yet reached the Foundation Stage, take part in a planned programme of age appropriate practical activities. For example, babies in the Buttercups and Daisies room become absorbed drizzling purple glue onto tissue paper, stacking bricks or exploring water outside, toddlers in the Bluebells room go on visits to the local library, explore books and investigate role-play resources. Meanwhile, older children in the Sunflowers room learn to speak words of greeting in French and German, plant cress seeds, experiment with salt dough and learn to identify and match shape cards. Staff undertake regular written observations of the children that are linked to the Birth to three matters framework. The information obtained on children's progress is then used to complete children's individual achievements sheets.

### **Nursery Education**

The quality of teaching and learning is good. The staff have a secure understanding of the Foundation Stage. They plan a balanced programme of child initiated and adult led practical activities that cover all aspects of the curriculum and help them progress. They complete evaluations of the effectiveness of the educational content. Staff undertake regular written tracking observations and assessments of the children using the Wiltshire Building Blocks scheme and use assessments to inform future planning. However, during some planned adult led activities, such as key worker times or the daily completion of the calendar, older or more able children are not always sufficiently challenged. As a result, their learning potential is not consistently maximised.

Children have a good range of vocabulary and love sharing their news with staff and peers, 'I went to London for the weekend to see nana and granddad', and 'I went to the beach'. Through planned activities such as 'show and tell' or registration time they have the chance to speak in a familiar group and to learn to listen to others. Children enjoy exploring books spontaneously alone or with staff and take part in regularly planned whole group story times. They have the opportunity to practise and develop their emergent writing skills through practical means, such as labelling their artwork or noting their attendance on a white board. Through meaningful

activities including putting their artwork in their labelled drawers, placing their coats on their named pegs or recognising their name cards at snack time, children are learning to recognise familiar words in print. However, whilst completing the daily calendar, staff have a tendency to indicate to the children which are the correct day or month labels, without giving them the chance to recognise them in their printed form and solve the problem themselves. Children count confidently and accurately. They are able to recognise numbers when written as labels. Through practical activities, such as exploring sand with funnels and containers, completing puzzles, comparing wheels on vehicles or experimenting with interlocking cogs, children are gaining an awareness of shape, space and measure. However, whilst children have some basic opportunities to subtract, for example, during singing sessions, staff have a tendency to provide children with the answers to numerical problems, without giving them the chance or encouragement to solve the mathematical problems themselves.

Children welcome meaningful visitors to the setting to talk about their work, such as a mother who is a doctor, a parent who is a librarian, a heavy good vehicle driver with a digger, a veterinary nurse and the fire brigade. They take part in local outings, such as a 'Gruffalo' hunt around the neighbourhood, Clarendon school to see a concert, the Living Rain Forest in Newbury or the Blue Light day in Tidworth. Such opportunities enable children to increase their awareness of their local environment and the wider world. Children enjoy designing and building with a variety of construction materials such as 'junk', large wooden bricks and mobilo. They show independence when using a variety of programmes on the settings computer and become absorbed working out how to programme a 'bee-bot'. Children thoroughly enjoy investigating objects through binoculars and magnifying glasses and have fun looking for mini beasts in the nursery's garden. Children explore a variety of media and materials including paint, chalk, tissue paper, sand and water. They enjoy using their imagination, such as when involved in an adult led space adventure or whilst playing in the role-play area which has been transformed into a space station. Children sing a growing repertoire of songs from memory, with many children having the confidence to sing solo to their friends and staff during planned singing activities.

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

The provision is good.

Children benefit from the staffing team knowing them well, appreciating their differing needs and understanding their varying home circumstances. Children are treated as valued individuals. They are able to access a suitable range of resources, such as books, small world figures, dolls and puzzles, to enable them to gain an awareness of diversity. Children attending with special educational needs or English as an additional language, receive high quality support. They are fully included and take part in activities that help to support their learning and development

Children behave well, as appropriate for their age and stage of development. They benefit from staff that act as good role models, talk to the children appropriately and are aware of positive strategies such as diversion and praise to encourage appropriate behaviour. Children start to gain an awareness of right and wrong whilst in the provision.

The partnership with parents is good. Parents are made to feel welcome in the setting. They are given a detailed prospectus prior to joining the nursery, which provides good information about the provision together with details about how to access its policies and procedures. Parents are encouraged to become involved in their child's learning, for example, by sharing their skills, helping their child to bring in articles from home for the weekly 'show and tell' activity, by borrowing books from the Poppies' library to share with their child or by undertaking suggested activities with their child at home that are linked to the current theme. They are

kept up to date through the parents' notice boards, monthly newsletters and informal discussion with staff at the beginning or end of the day. The parents of the very youngest children in the setting, also receive a daily diary to aid communication about the babies' routines. In addition, there are twice yearly parents' evenings, where parents and key workers have the opportunity to review children's written assessments and discuss their progress. However, parents do not have regularly planned opportunities share with staff what they know about their child's academic progress, to aid staff's Foundation Stage assessments.

Children's spiritual, moral, social and cultural development is fostered. Children are confident and able to play independently. They are gaining social skills as they learn to share resources successfully and to take turns. Through practical, age appropriate activities, such as eating stir fry as part of a topic on Chinese New Year, exploring different resources that provide light during Diwali or making pancakes on Shrove Tuesday, children are starting to gain an awareness of a range of cultures and festivals.

### **Organisation**

The organisation is good.

Children's welfare, learning and development are promoted by a dedicated, highly motivated manager and an enthusiastic well qualified staffing team that works well together. They regularly attend training opportunities to help extend their professional knowledge. All legally required documentation is maintained and confidentially stored. The attendance of children, staff and visitors is carefully recorded. Children's personal details are immediately available to support their care, such as in an emergency. However, the organisation of the lunch time routine means that on occasions some of the children have to sit and wait for their lunch for extended periods.

The leadership and management are good. There are regular opportunities for the leadership team and room staff to meet together to plan the delivery of the nursery's educational programme and to discuss any concerns. The management team is aware of the group's strengths and points for development. They are starting to put strategies in place to advance identified areas for improvement. The group has a very positive attitude towards developing the quality of the care and learning offered to the children. It is involved in the Pre-School Learning Alliance accreditation programme, staff regularly welcome members of the Wiltshire early years advisory team to the setting and use the responses from the yearly parental questionnaires to help support the ongoing enhancement of the provision.

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

### **Improvements since the last inspection**

Not applicable

### **Complaints since the last inspection**

Since re-registration, 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 maintain 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

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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):

- ensure children have regular opportunities to consume fluids in accordance with their differing needs, particularly during warm weather
- review the organisation of the daily routine to ensure children do not have to sit for extended periods whilst waiting for their lunch time food

#### 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 the delivery of the Foundation Stage curriculum to ensure that older and more able children are always offered sufficient challenge during planned adult led activities
- increase opportunities for parents to share with staff what they know about their child's academic achievements, to aid staff's Foundation Stage assessments.

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