

Poppy's Day Nursery Limited

Inspection report for early years provision

Unique reference number EY373346
Inspection date 20/11/2008
Inspector Jenny Kane

Setting address Poppy's Day Nursery Limited, Headcorn Road, Staplehurst,
Kent, TN12 0BU
Telephone number 07725 463 250
Email
Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Poppy's Day Nursery has been registered since July 2008. The nursery operates from several rooms in a converted single storey building in Staplehurst. There is access to a secure enclosed outdoor play area. It is open Monday to Friday from 07.30 to 18.30 all year round. Children attend for a variety of sessions. The nursery serves the local area and surrounding area.

A maximum of 22 children may attend the nursery at any one time. There are currently 26 children on roll aged between three months and four years. Of these, two receive funding for nursery education. The provision is registered on the Early Years Register. It is also on both the compulsory and voluntary parts of the Childcare Register although currently there are no children aged over five years on role.

There are six staff, including the owner/manager, working with the children. They all hold appropriate early years qualifications to level three or higher. They receive support from the Local Authority. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language. Accessibility to the premises and parking are good.

Overall effectiveness of the early years provision

Children are making good progress in the Early Years Foundation Stage (EYFS) because practitioners have a sound understanding of how to implement the framework and effectively plan activities, which meet children's individual needs. The provision's policies and procedures are clear and shared with parents ensuring they are fully involved in their children's care. There is a good commitment to working in partnership with parents and other professionals. Good teamwork and clear communication with parents helps the nursery to provide a welcoming and inclusive service.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop systems for sharing information regarding the EYFS with parents so they can support children's learning at home
- provide more visual signs and displays throughout the environment which are at child eye level
- develop systems to self-evaluate and monitor practice to bring about improvement.

The leadership and management of the early years provision

Children are cared for in a well-organised environment where staff are enthusiastic and have a clear dedication to children's well being. The owner/manager works alongside her staff and spends the majority of her time with the children. This 'hands on' style of leadership and her ability to listen to and act upon ideas and suggestions demonstrates she really values her staff. The nursery has only been open for a short while but in that time the team has started to identify areas in which they want to improve. Although the self-evaluation system is not yet fully underway, there is a real commitment to continuous improvement at all levels. All mandatory documentation is in place and well maintained. Children's records are confidential and contain relevant and useful information. Parents happily share information with staff about their children because they have established good working relationships with staff that are friendly and professional. The key person system is beneficial to the children and parents all know their child's special worker. Staff give verbal and written feedback each day to ensure continuity of care.

The quality and standards of the early years provision

Children are happy, confident and enjoy positive relationships with staff. The nursery is organised in two main age groups with a separate base room for the babies and toddlers. Children benefit from mixing with others during part of their day. This helps younger children to be introduced to the next age group and become attached to staff before moving on. For example, after eating lunch together some toddlers who do not need a rest sit in the comfortable area with books. Staff make the story interesting and talk about the noises which animals in the book make. Children have their favourite books and rhymes. A popular action song is 'row your boat', and children excitedly shout out at the end part about the crocodile. Babies explore the musical instruments, selecting bells and shakers, and encouraged by staff listen to the different sounds. Staff are very aware of the needs of the younger children giving plenty of individual attention and working with parents to provide similar routines to those at home.

Staff have a good understanding of how children learn and develop and are mindful of children's abilities when planning activities. The plans clearly show how themes and topics are adapted for each age group. The activities link to the six areas of learning and the four themes of the EYFS. Key workers make notes about what children are doing and achieving during the day. These observations are transferred into the child's developmental folder and help to inform children's individual play plans. Along with contact sheets and 'about me' books, the folders help parents understand their children's progress. The written information about the EYFS, which parents can take home, is currently limited. However, staff are beginning to provide visual displays so that parents have more understanding of the framework. During activities, staff really engage with children, communicating well and extending their play and learning. For example, while children are shopping at the 'Bakers Shop' purchasing rolls and cakes, staff joins in encouraging children to write out bills and work out how much money they need. This positive

interaction ensures children are engaged in stimulating and interesting activities. Consequently, their behaviour is good.

Children have access to a very good range of good quality toys and equipment, of which many reflect positive images. They independently choose what they play with from the boxes and shelves around the play areas. Many of the resources are labelled using word and pictures. There are displays to brighten the area but some of these are too high and there are limited visual displays at eye level in the baby room. However, children have good opportunities to recognise the written word through name labels on their pegs, place mats at snack and a self-registration system. They also benefit from using a pictorial timetable and makaton during some activities. Staff pay good attention to the children's health and safety. They are vigilant about where the children are, supervising well and carry out risk assessments of all areas and equipment before use. Children are safeguarded because management and staff are very aware of their role and responsibilities with regard to child protection.

Most children partake in a cooked lunch provided by outside caterers. Mealtimes are a social occasion where staff and children sit together to eat. Children are becoming independent by pouring drinks, serving out portions of food and helping to clear up when finished. Frequent opportunities for children to play in the fresh air also help to ensure children's good health. Children can choose if they play outside and given the chance, most do so. They find their coats and boots, with most able to dress themselves. Children enjoy the freedom of the garden, which staff have plans to develop following discussions and accessing a grant. They have already set up a growing area where children watch nature. One child measures the plants with a ruler to see how much they have grown and with help notes this on a chart indoors. While playing, children move the rocker to find some small worms attached to the bottom. They watch them intrigued for some time and discuss what they eat and where they live. Staff provide a good balance of activities, joining in when appropriate whilst allowing children the chance to discover, explore and learn through play.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since 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.