

# Poppies Nursery

Inspection report for early years provision

---

<b>Unique reference number</b>	254231
<b>Inspection date</b>	03/12/2008
<b>Inspector</b>	Susan Cox
<b>Setting address</b>	The Pavilion, Memorial Park, Yarmouth Road, North Walsham, Norfolk, NR28 9AY
<b>Telephone number</b>	01692 500117
<b>Email</b>	
<b>Type of setting</b>	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).

## **Description of the setting**

Poppies Nursery is privately run by a partnership. It was registered in 1989 and operates from a single storey building in the centre of a public park in the market town of North Walsham. Children use two secure outside play areas. Access to the building and gardens is via some steps. The nursery is open each weekday from 07.45 until 17.30 throughout the year but is closed between Christmas and the New Year. It serves the town and surrounding area. Children attend for a variety of sessions.

The nursery is registered by Ofsted on the Early Years Register. A maximum of 27 children may attend the nursery at any one time. There are currently 36 children on roll, from the age of eight months in the Early Years Foundation Stage (EYFS). The nursery is in receipt of government funding for early education. Links have been developed with local schools and the Sure Start centre.

The nursery employs ten staff of whom nine, including the managers, hold appropriate early years qualifications. One of the managers is qualified to Early Years Professional Status and a further three staff are currently working towards higher level qualifications.

## **Overall effectiveness of the early years provision**

Children are actively involved in purposeful play being well supported by knowledgeable and caring staff. They are valued as individuals and their uniqueness is recognised. Excellent partnerships support children's learning and development enabling them to make very good progress from an early age. Children's welfare is generally well supported, however, some aspects require attention. Management know the setting well and continuously strive for improvement.

## **What steps need to be taken to improve provision further?**

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

- further promote children's health by ensuring they have clean water for washing their hands
- review the arrangements for older children to rest and/or sleep without disturbance.

## **The leadership and management of the early years provision**

Children's learning and development is well supported. The managers have a positive understanding of the EYFS and effectively evaluate the provision. There is a strong commitment to continuous improvement and training is given a high priority. Since the last inspection the organisation of the indoor environment has

been considered and children of all ages now freely access an interesting and varied range of resources promoting their independence. Staff are very well organised and deployed appropriately due to the strong leadership and management of the nursery. Effective team work and the skills and understanding of the staff have a positive impact on supporting children's welfare and development. This includes giving children individual care and attention which is tailored to meet their particular needs.

Clear policies and procedures are implemented well and risk assessments identify areas that need attention to minimise risks to children. Children are safeguarded very well as staff understand the signs of possible child abuse. They know what to do if they have concerns so that the issue may be dealt with quickly and appropriately to ensure children's safety. Effective recruitment procedures make sure that people are vetted and suitable for their role and that the qualified and experienced staff team are well supported in their work.

The partnership with parents enhances children's care, learning and development. A wealth of opportunities is provided to include parents. There is a flexible settling in procedure which is adapted to meet individual needs, relationships with key persons encourage the effective exchange of information and parents freely contribute to their children's 'learning journey'. Good displays and information help them understand about the EYFS and meetings, coffee mornings, outings and charity events provide further opportunities to learn together. Parents are encouraged to share their culture and language with staff to help them meet the needs of their children and to increase understanding and respect for all. Children move on into a variety of local schools and secure relationships with these enable children to transfer in a relaxed and happy manner.

## **The quality and standards of the early years provision**

Children's care and welfare is effectively promoted. They learn to keep themselves safe as they take part in fire drills, practise road safety as they go to the library or market to buy fresh produce and meet with police officers to further their understanding. Children are becoming independent in their personal hygiene, however, at times they share a bowl of water to wash their hands before eating and this does not effectively promote best practice. A range of meals are provided which often use fresh produce and the children frequently grow, harvest and eat vegetables helping them learn about what is good for them. As they play in the fresh air children ride a range of wheeled toys with increasing skill, dig in the sand, find worms in the soil and act out familiar stories with their friends. When they are tired some children sleep comfortably in travel cots or on mattresses on the floor. Several children sleep in buggies which limit their ability to adjust their sleeping position and some older children do not find it easy to rest at the given time following lunch.

Children are happy to attend and are becoming active learners. They take part in a wide range of activities and are very well supported by staff that extend learning opportunities as they arise. Staff assess what the children do and use this as they plan activities which are often based on children's interests. This helps children

take the next steps in their learning with their key person effectively monitoring their progress. Children are developing independence as they organise their play using the freely available range of resources. Several work together in the 'hairdressers', readily including a member of staff in their imaginative play. They brush her hair, use rollers and pretend to wash and style her hair. They chatter freely about what they are doing and she contributes comments to extend their play and learning. Appointments are made in a diary and great concentration is used as they find out how to screw the top back on the shampoo bottle. Little ones love the experience of exploring treasure baskets and become excited as they see their reflection in the low mirrors. They respond with smiles and pleasure to the staff and are happy and confident in their care.

Children's behaviour is good. This is because staff are positive role models being courteous and showing consideration for all. They intervene to sensitively support children and help them learn how to manage their behaviour effectively. Many opportunities are taken to help children think about others and they make a positive contribution as they collect bags of sugar for the homeless and take part in other charity events.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://www.ofsted.gov.uk)

## **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 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.