

Poppins Day Nursery

Inspection report for early years provision

Unique reference number	EY378870
Inspection date	07/01/2009
Inspector	Valerie Fane

Setting address	2 Alexander Road, WORCESTER, WR2 4AJ
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Type of setting	Childcare on non-domestic premises
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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

Poppins Day Nursery is a privately owned nursery. The setting was registered in 2007 and operates from a converted bungalow situated close to Worcester city centre. All children share access to a secure enclosed outdoor play area. The nursery serves the surrounding area. It is all on one floor except for the staff facilities so it is accessible to all children and their parents and there is a fully enclosed area available for outdoor play.

The group opens Monday to Friday all year round. Sessions are from 08:00 until 18:00. Children are able to attend for a variety of sessions. A maximum of 25 children may attend the setting at any one time. There are currently 28 children attending who are within the Early Years Foundation Stage (EYFS). The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting supports children with learning difficulties and disabilities and children who speak English as an additional language.

The setting employs seven members of child care staff. All hold appropriate early years qualifications. The nursery owner has Qualified Teacher Status. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Children settle very well in this small, friendly and homely nursery. The nursery is inclusive and staff know individual children's needs well but children have limited access to activities that increase their awareness of other cultures. Children make good progress in their learning and development because staff plan and evaluate activities effectively. The owner has a clear view of the strengths of the nursery and has made some ongoing improvements since registration but she has only recently begun an overall self-evaluation of the provision. Children's welfare needs are met very well.

What steps need to be taken to improve provision further?

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

- improve the organisation of the setting to include effective procedures to evaluate the provision and identify areas for improvement
- improve opportunities for children to value diversity and differences, particularly with regard to other cultures
- maintain confidentiality when completing medication records.

The leadership and management of the early years provision

Children thrive because the owner provides clear leadership for a small team of staff who work together closely to provide childcare that is of high quality in many respects. She is committed to making ongoing improvements. For example, the babies use improved sleep facilities and the older children use the garden area to grow their own vegetables in summer. However, she has not completed an overall self-evaluation of the provision to identify ongoing improvements in all areas. Children in all age groups benefit from the care of well-qualified staff because the minimum requirements are significantly exceeded with all staff having relevant qualifications and several staff having higher level qualifications at NVQ Level 4 or degree level.

Children are safeguarded because all required policies and procedures are in place and are effective in practice. Employment procedures are robust, risk assessments are in place and daily safety checks are carried out and recorded. All staff have a good understanding of child protection and the correct safeguarding procedures to be followed if they were to have concerns about a child in their care.

Children enjoy good continuity of care between home and nursery because staff work in close partnership with their parents or carers. Parents receive verbal information about their children's progress supported by a diary for the babies that is available as a two-way channel for written communication between staff and parents. All parents have regular opportunities to see their children's observation records and the planning for each age group is clearly displayed as well as many photographs of children enjoying a wide variety of activities. Children with specific learning difficulties and disabilities thrive because staff work closely with outside agencies and with any other EYFS providers who share the care of these children.

The quality and standards of the early years provision

Children of all ages make good progress towards the early learning goals because staff are very aware of their individual learning needs through regular observations and they use these observations to inform the planning of activities. Older children take part in a wide range of activities around current themes such as 'People who help us'. They thoroughly enjoy well-resourced role play in a 'hospital'. They dress up with enthusiasm, use the dolls as patients and 'write with a purpose' on the provided clipboards to make notes about their patients. Staff talk to children as they play and show a good awareness of children's particular circumstances as they ask questions about a new baby and give children opportunities to express their feelings. They encourage children's mathematical thinking by asking questions about the size of the baby.

Babies in the nursery enjoy a very stimulating learning environment with good use made of sensory equipment, mirrors and an interesting range of appropriate toys. Older babies show sustained concentration as they explore different textures such as a tray of cornflour and water with green food colouring. They develop hand control as they draw patterns in the mixture with their fingers and they have fun

trying to pick it up and watching it slide through their fingers. Staff support their emerging language by talking to them about what they are doing as they play.

Most aspects of children's welfare are supported well. However, staff do not always ensure that children's privacy is maintained when parents are competing medication records. Children understand the aspects of a healthy lifestyle because they play outside regularly and go for walks to the park, to the library or to the river to feed the ducks and swans. They have healthy meals provided from an interesting and varied menu that supports their awareness of healthy eating very well. They develop good hygiene routines and these are supported by topics about aspects of healthy living such as teeth cleaning.

Children respond very well to the expectations of those who work with them because staff are good role models and set clear boundaries for their behaviour. They manage occasional unwanted behaviour well because they always try to understand the reason for the behaviour and plan activities to address the cause. Children have limited opportunities to extend their awareness of other cultures. They see pictures of children from other cultures around the nursery and play with some toys that support their understanding but they have few opportunities to join in planned activities to develop their awareness further.

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.	3

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?	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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.