

Mary Poppins Nursery

Inspection report for early years provision

Unique reference number	EY242886
Inspection date	21/07/2009
Inspector	Janet, Elizabeth Singleton
Setting address	66 West Drive, Thornton-Cleveleys, Lancashire, FY5 2JG
Telephone number	01253 857836
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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 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

Mary Poppins Nursery is one of two provisions owned by a private provider. It was registered in 2002 to the current owner and operates from various rooms of a two storey detached building. It is situated on a main road in a residential area of Thornton -Cleveleys in Lancashire.

The nursery is registered on the Early Years Register. A maximum of 37 children may attend the nursery at any one time. There are currently 44 children from birth to under five year on roll, some in part-time places. The provision operates each weekday between the hours of 08.00 and 18.00, all year round, including bank holidays when the setting is open from 10.00 until 16.00. There is an early bird session from 07.30 if requested by parents.

There are eight members of staff, seven of whom hold appropriate qualifications to at least a level 2, and most of whom to level 3. There is a cook also employed. The nursery currently supports a small number of children with learning difficulties and disabilities. There are no children who speak English as an additional language attending the setting.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The staff have a good understanding of the children's individual needs which enables them to promote children's welfare and learning with success. A well developed knowledge of the safeguarding procedures and the risk assessments ensures children play in a safe and secure environment. The organisation of the rooms allows for children to play freely and make good choices, engaging in good activities to support their learning. Outstanding relationships with parents means that they are fully involved in the sharing of excellent information regarding their child. The management and staff team are outstanding in their assessment of the service they provide and exceptionally pro-active in addressing the identified issues through the action plans.

What steps need to be taken to improve provision further?

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

- further develop the observation and assessment procedure to clearly identify the learning priority for all children
- ensure preparation time for meal-times does not impinge on children's opportunities to pursue their learning without interruption, and to return to activities.

The leadership and management of the early years provision

The management of the provision ensures that records and policies are effectively used, and regularly reviewed, in order to maintain the overall welfare and safety of the children. This includes a robust vetting procedure for all staff. Staff are committed in helping children make good progress in their learning and development and work well together to evaluate the service provided. They are reflective in their practice and continually make changes to improve outcomes for all children. There are good appraisals and induction systems in place with training encouraged to provide staff with the appropriate knowledge and skills to progress children towards the early learning goals. The good organisation of the resources and the areas of continuous provision invite children to use these areas as they move freely and confidently, making decisions and enhancing their own play.

The recommendations identified at the last inspection have been attended to and these related to staff interaction and the promotion of mathematics. The management team ensure all staff are actively involved and responsible for the reviewing and evaluation of the provision. The process for children's meal-times does not allow for children to play without interruption and, in some cases, may mean children are sat waiting for their snack or lunch with no identified plan to make this a learning experience.

Parents are provided with excellent, quality information regarding the setting and participate in the observation and assessment of their child's learning and development. They complete documentation providing highly useful information relating to their child's starting points. Their views are sought and excellent events are held to include parents in the nursery and therefore in their child's welfare. This outstanding approach creates an excellent two-way flow of information between all partners involved in the child's learning, development and welfare.

The quality and standards of the early years provision

The staff have a good knowledge of the learning and development requirements of the Early Years Foundation Stage (EYFS) to progress children towards the early learning goals with success. There is good planning which has strong links to the EYFS with enhancement plans for the areas of continuous provision. The planning is informed from the observation and assessment system on which the children's next steps are identified. This is used to track the children's development and activities to support their learning and development. Although meaningful observations are carried out, the identification of the next step in children's learning is unclear in relation to the identified learning priority for some children.

Children are provided with a good balance of adult-led and child-led activities which include experiences for indoor and outdoor play. They delight in lovely relationships with staff who support them as they play. Younger children explore the treasure baskets and investigate the shaker bottles as they sit with staff and feel the different weights, noises and colours of the bottles. The older children use their imagination as they plan the trip to the theatre; they take bookings, write out

tickets, decide upon the time for the show and write receipts. The children are purposely engaged, involved and motivated in their experiences at all times as they remain occupied and engaged in their play. They enjoy and achieve in an environment in which they are active learners, confident and make good choices about their play.

Children's understanding of the differences of people is promoted as they play with resources which represent diversity. Staff make good use of posters reflecting the diverse nature of the community enabling children to view these on a daily basis. The children benefit from the very good strategies for managing their behaviour including, distraction, talking to the child about their behaviour, certificates for trying, stickers and explaining the golden rules of the setting. The children listen to staff and they respond well to instructions; they use resources properly and they show respect for each other as they play.

The high level of commitment of staff to implementing good strategies to support children's welfare, learning and development regardless of need or background, enables children to enjoy learning and to make good progress given their starting points and capabilities towards the early learning goals. This in turn will promote skills that will contribute to their future economic well-being.

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.	1

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?	1
How well does the setting work in partnership with parents and others?	1
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

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