

Poppies Day Care

Inspection report for early years provision

Unique reference number EY333130
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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).

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

Poppies Day Care was registered in 2006. It is a privately-owned day nursery, which is situated in a two-storey building in the centre of Tiverton, Devon. The accommodation comprises of two playrooms, kitchen, office and toilet facilities on the ground floor. The baby area, sleep room, and staff facilities are situated on the first floor, accessed by a flight of stairs. There is a fully enclosed area for outside play. The nursery is open on weekdays, from 08.00 to 18.00 for 51 weeks of the year, excluding Public Holidays and a week over the Christmas period.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children may attend at any one time. There are currently 68 children on roll in the early years age range. The nursery is registered to receive government funding for early education. The support children with learning difficulties and/or disabilities. There are a team of 13 staff who work with the children, all of whom hold, or are studying towards, appropriate qualifications. The owner-manager is working towards a Foundation Degree in Early Years. The team are supported by four domestic staff.

Overall effectiveness of the early years provision

Overall, the quality of the early years provision is good, with several outstanding areas. Children are extremely well cared for in a very safe and welcoming environment, where dedicated staff value them highly as individuals. Children are involved in a broad range of activities, both inside and out, that help them learn through play. The excellent partnership with parents and connected professionals contributes towards all children being fully included and making good progress in their learning and development. All people involved in the nursery are involved in the effective self-evaluation methods, which identify areas for development and help maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- provide more opportunities in the outside environment to promote all areas of learning through children's self-initiated play
- review the equipment and opportunities provided at meal times to promote young children's independence in practical skills, such as pouring their own drinks.

The leadership and management of the early years provision

The dedicated staff work very well together as a team with distinct roles and responsibilities. They implement clear policies and procedures effectively, which results in children being very well cared for, with their health and safety given high

priority. Effective staff deployment leads to children being well supervised and receiving good support in their activities. Staff complete comprehensive risk assessments and daily checks so that children move around freely and in safety as they play. Stringent security systems mean that children are protected from uninvited visitors and cannot leave the building unsupervised. The clear recruitment induction and ongoing monitoring procedures ensure that staff are suitable to work with children and are sure about their responsibilities. Through regular training, staff have a secure understanding of safeguarding children, which includes recognising signs and symptoms of abuse and the procedures to follow with concerns. Existing injuries are recorded as routine. All this helps to protect children from harm.

Staff promote excellent partnerships with parents and carers. There is a wealth of information supplied about the setting by way of displays, information boards and regular newsletters. Key workers make themselves available, as children are delivered and collected, to share information to meet individual needs. Parents are included in planning the next steps in their child's development. Their views are actively invited through an 'open door' policy, specific questionnaires, and a 'comments' box. Ideas for improvement are considered and results reported back to parents.

The setting have addressed the recommendations set at the last inspection, which means that aspects of children's safety and learning and development have improved. The various self-evaluation methods are effective in identifying areas for development, as all staff, parents and the children are included in contributing ideas. The nursery has clear aims and objectives. Working through the Ofsted self-evaluation form, together with regular staff appraisals and ongoing training to update staff knowledge, contributes towards continuous improvement.

The quality and standards of the early years provision

Children are happy settled and secure. They enjoy the time they spend at the nursery as they are looked after by enthusiastic and caring staff. Babies are cared for in comfortable surroundings where their routines are discussed with parents and respected. All children establish very good relationships with adults and each other. From a young age, they develop confidence in making their needs known, as they can be sure of a friendly response. Children have a strong sense of belonging. Siblings see each other at times during the day, which helps them feel secure. There are many photos of children and their art work displayed within the setting, which encourages self-worth and being part of a community. Children enjoy taking 'Adventure Ted' home or on holiday with them, and sharing his adventures with their friends via a diary for photos, drawings and text, or verbally in a group. All age groups explore a good range of materials through messy play, art and craft, or investigating everyday objects and fabrics in 'treasure baskets'. For example, older children have fun making patterns with paint on paper using large equipment such as stilts and bicycle tyres. Toddlers and babies investigate dry sand, paint, or shaving foam using their hands and tools to squeeze, pat, press or sprinkle to make patterns and shapes. Children use a good variety of toys and resources which are arranged so that they can access a range to make some

spontaneous choices. For example, older children can extend creative ideas by using pens, paper, tape and scissors which are always readily available.

Children use language well to communicate. Staff working with babies respond positively to their sounds, acknowledging their attempts to talk, repeating words and describing what is happening to help them learn vocabulary. All ages enjoy hearing stories and looking at books. Older children are confident to initiate conversations with adults and each other. They learn to recognise their written name through daily routines, such as indicating when they have had their snack by adding their name label to the 'snack tree'. There are various opportunities for children to practise writing skills through mark-making. For instance, children enjoy 'painting' a wall outside using large paintbrushes and water. Some children are drawing and writing recognisable figures and letters. However, resources are not always provided in the outside role play area to encourage 'writing for a purpose'. Children learn about numbers and shapes through adult-led activities such as number songs, games and spontaneous tasks such as adding and subtracting 'multi-link' cubes. Sometimes staff miss opportunities to enhance all areas of learning through children's self-initiated activities, particularly when they are playing outside. Overall, staff have a good understanding of the Early Years Foundation Stage. They have developed a clear observation and assessment system to record children's play and achievements in all areas of learning, which they use to plan for each child's progress towards the early learning goals.

Children's healthy lifestyle is promoted very well. They have daily opportunities for fresh air and exercise. From a young age, children learn good procedures for their own personal hygiene. These include cleaning hands before handling food and brushing teeth after breakfast. They start to make healthy choices in what they eat through discussion and the good example set by staff. Children enjoy a freshly cooked meal at lunch time, and nutritious snacks which include a selection of fresh fruit. Children develop some independence in practical skills, such as managing their own clothes and using cutlery. However, at meal times the equipment available is not always suitable to encourage young children to learn to pour their own drinks. Children learn about aspects of their own safety as they play and move around. They are reminded about safety of others and use safety equipment, such as helmets, when practising on two-wheeled vehicles.

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

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?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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