

Mary Poppins

Inspection report for early years provision

Unique reference number	206278
Inspection date	06/10/2009
Inspector	Geneen Yvonne Hulse-Brown

Setting address	Mary Poppins, 26 The Green, Hasland, Chesterfield, Derbyshire, S41 0LJ
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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 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.

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Description of the setting

Mary Poppins Day Nursery and Nursery School opened in 1995. The nursery operates from partly purpose built and partly converted premises, in the Hasland area of Chesterfield. It is a privately owned setting, which serves the local and wider communities. Children are grouped by age, with ground floor playrooms being used by children over two, and a self contained upstairs area for babies and children under two years old. Premises have access to kitchen, office, staff room and toilet facilities. Access to the premises is via a small steps and ramp to the front of the building. There are three secure enclosed outdoor play areas, including a sensory garden.

A maximum of 70 children aged three months to under eight years old may attend the nursery at any one time. There are currently 115 children on roll and children attend for a variety of sessions. The nursery opens from 7.30 am to 6pm, Monday to Friday, all year round. The group provides funded early education for three and four-year-olds. The setting is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register. It currently supports children with special educational needs and disabilities and children.

A team of 18 staff are employed to work with the children on a full and part time basis. Of these, 16 hold appropriate early years qualifications, one member of staff is working towards National Vocational Qualification level 3 and one member of staff holds Early Years Professional Status. They also employ three ancillary staff. The setting receives support from the local authority. They have established links with other providers of early years care and education, and provide childcare for the local children's centre.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have established good partnerships with parents and carers, ensuring they receive up to date information and are becoming more involved in their children's care and education. The nursery has forged effective working relationships with other providers, to support transitions to school and continuity of care. The senior team are working closely with staff to identify the nursery's strengths and areas for growth, sharing a positive approach to training and the ongoing development of the service. Observation and assessment systems effectively supports staff to provide a broad range of challenging experiences tailored to children's individual needs.

What steps need to be taken to improve provision further?

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

- consider providing older children with additional opportunities to extend their

- independence for example at meal times
- continue to provide parents with additional opportunities to add to children's learning and assessment
- monitor planning, observations and assessment systems to ensure they identify next steps.

The effectiveness of leadership and management of the early years provision

Staff understand and implement robust safeguarding policies and procedures as they follow agreed nursery practice. Effective use of established communication systems ensures parents receive all relevant information. Structures are in place for completing staff background checks and the efficient recording of data. Understanding child protection is a core-training requirement for all staff at the nursery. Designated staff complete advanced training, and discussion at staff meetings help consolidate knowledge and understanding to ensure a consistent approach. Comprehensive and thorough risk assessments of the nursery environment identify and address dangers minimising risks for children, with annual assessments being carried out by external advisors. Staff are vigilant as they supervise children and monitor all visitors to the setting.

The committed staff team work cohesively together, effectively supported by the strong management structure. The senior team are proactive in reflecting on practice and identifying areas needing adjustment. Staff are developing their reflective skills as a team, using many opportunities to discuss and adopt change. Weekly staff meetings, regular appraisals, in house and external training effectively support the nursery staff to develop their understanding and consolidate good practice. Almost all staff hold relevant childcare qualifications and demonstrate a high commitment to further training. The management team have started to implement ways for children, parents and staff to contribute to the ongoing progress of the setting.

Parents receive a wide variety of information regarding the organisation and day to day running of the nursery. Good use of notice boards, regular newsletters, photographs and informative displays regarding the Early Years Foundation Stage (EYFS) framework, ensures up to date information is regularly communicated to parents. Open evenings provide parents with additional opportunities to discuss their children's progress and achievements. Daily verbal feedback and ongoing dialogue with parents effectively supports two-way conversations. Consistent and effective systems to involve parents in their children's learning and development are being established, however, opportunities for them to add to children's records are still in their infancy. Good use of photographs and short observations gives parents a clear understanding of their children's progress. Parents are extremely complementary about the nursery and the service offered. They value space to talk to staff about their children and say that children are happy, settled and form good relationships with staff. The nursery has established good links with other providers of early years care and education, to ensure that children receive consistent support and the effective management of the transition to school. Teachers from local schools visit the children at nursery and the children in turn

visit school prior to admission.

A wide range of quality and stimulating resources are easily accessible to children of all ages. They help themselves to toys, games and play materials for low-level shelves and clearly labelled boxes throughout the setting. The nursery liaises effectively with other agencies seeking support for children with additional needs as appropriate in conjunction with parents. The setting has high regard for the individual, actively helping children learn respect for others and developing their awareness of differences. Displays, photographs and posters throughout the nursery, promotes positive images and builds on children's self-esteem.

The quality and standards of the early years provision and outcomes for children

Staff's good knowledge and understanding of the EYFS framework ensures that children achieve good outcomes. The effective implementation of an effective key worker system, supports children to make good progress towards the early learning goals in all areas. Comprehensive children's records contain observations and photographic evidence making links to the areas of learning. Recent implementation of new planning, recording and assessment systems are still in their infancy, as the nursery recognized that their previous systems did not fully identify individual children next steps. All equipment and activities are well presented for children to make active choices, plan their own time and pursue their own interests. All playrooms are planned to offer space for quiet times, construction, imaginary, messy and creative activities. Babies and young children enthusiastically explore tactile experiences and textures, gasping with anticipation as they take off socks to play barefoot in cornflour and paint. They giggle with delight as they watch paint run through their fingers and drip cornflour onto their toes. Children of all ages are actively encouraged to make choices and to tidy away after themselves as they develop their independence. Planning is linked to individual children, evaluations of their stages of development and the next steps in the learning process. Parents are encouraged to contribute to their children's achievements, although this practice is not fully developed. Individual interest sheets for children highlight their preferences and provide space for parents to add comments. Activity plans are clearly visible throughout the nursery alongside information and displays about the EYFS and how children learn.

Children enthusiastically undertake a wide range of stimulating and challenging activities and experiences, as they move around the setting with increasing confidence. Children of all ages receive high levels of support, enabling them to participate and undertake tasks at their own level of development and understanding. They confidently approach visitors with curiosity, asking what they are doing and involving them in their play. For example, young children requesting that the inspector draw a spider, a car and then animatedly singing 'Incy Wincy Spider' complete with actions. Children are settled and happy in their environment, as they have forged warm and caring relationships with staff and children alike. They play happily with their friends, as they are secure in their surroundings. New children and babies are well supported and reassured with cuddles, calming words and distraction as they settle into their new setting.

Children play very cooperatively together as they plan role-plays, take turns in games and wait patiently to speak at group times. They demonstrate good social skills, learning respect for others and valuing each other's opinions. Children are very independent as they make active choices and behave very well. They are encouraged to develop good manners and their sense of belonging effectively promoted. Children show a clear understanding of acceptable behaviour as they follow agreed nursery practices. They have good self esteem, taking pride in their achievements by showing off models, pictures and drawings they have done with pride. Children show good early mark making and problem solving skills in all areas of the nursery. They are well supported and encouraged to use number, make lists and access a wide variety of mark making materials. Children count the number of legs on a spider, make patterns using a range of sorting shapes and use maths language as part of everyday activities. They show increasing levels of concentration as they become engrossed in enjoyable and interesting activities and games. Clearly labelled toy boxes have pictures, words and children's own labels; however, there is limited use of text in other languages and formats, to introduce children to different types of print. Children are well coordinated as they roll balls down runs, use scissors with increasing dexterity and explore large apparatus with confidence. Competent use of tools is actively promoted as children learn to use cutlery, use shapes to cut dough and pour drinks when thirsty. Enjoyable experiences and activities extend children's natural creativity, as all ages investigate textures, paint, glue, sand and water with excitement.

Children know how to keep themselves safe, as they negotiate around the nursery both indoors and outside. They learn about road safety as they undertake outings to the post office, mobile library and on walks in their local environment. Numerous opportunities provide children with exciting and challenging outdoor activities. They put on wet weather suits to play outdoors as part of daily routines and take pleasure in exploring the nursery sensory garden. Children undertake many fun experiences outdoors as they play ball games, lay out cones to make obstacle courses and play dominos. They manage large apparatus with increasing care, as they learn to climb the large outdoor wooden frame using foot and hand holds. Staff plan activities to incorporate indoor activities outdoors and have identified this as an area to develop. Children show a good understanding of technology as they competently use the computer, operate simple cause and effect toys and take photographs using the nursery cameras.

Children are developing a good understanding of healthy lifestyles, as they discuss what foods are good for us as part of topics and games, actively joining in familiar stories regarding healthy eating and exercise. They show good hygiene practice as they talk about washing hands to remove germs and dispose of tissues appropriately. Nursery meals are home cooked and nutritious, with parents receiving copies of the menus, which are served on a three-week cycle. Children sit together in small social groups for meals and older children line up to choose what to eat then carry their plates to the table with care. Although there are limited opportunities for older children to further their independence regarding serving their own lunches. Children develop a good understanding of diversity as they engage in a broad range of activities, that include celebrating festivals and planning for special events. They are encouraged to talk about home and share

personal experiences with their friends. Nursery staff actively seek out resources to enhance and inform children about other cultures and disabilities.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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