

Poppy Fields

Inspection report for early years provision

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Inspector

Rosemary Beyer

Setting address

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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

Poppy Fields Nursery is part of West Street Children's Centre, on the outskirts of Scunthorpe city centre. It was registered in March 2009 and is run by North Lincolnshire County Council to care for no more than 26 children in the early years age group. It is also included on the voluntary and compulsory parts of the Childcare Register. There are currently 24 children on roll. There are six qualified staff in post and additional support is obtained from a sister nursery and the local pool of emergency staff. The nursery is open from 8.00am until 6.00pm each day and closes for one week in the year and Bank Holidays.

Children have the use of one play room which is divided into areas to meet the needs of the children present. They can also access a secure outside play space with both grass and soft surface areas.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff use comprehensive information about the children to promote all aspects of their welfare and development very successfully. Children are safe and secure at all times and enjoy learning about their local area and the world around them. Partnerships with parents and other agencies are a key strength, ensuring the children's needs are met and they obtain any additional support they need. This means they are able to make good progress whatever their age, ability and starting points. The manager has continued to use the self-evaluation process, which was in place under the previous registration to identify and address any priorities for improvement and ways to enhance the provision, such as the development of the use of the outside area. Staff and parents are encouraged to make comments about the care the setting provides and suggestions for the future. This ensures the service is responsive to the needs of all its users.

What steps need to be taken to improve provision further?

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

- develop the book area by providing a wider range of books, both fiction and reference, which children can access independently to promote their interest and enjoyment
- develop use of the outside area to promote children's opportunities to learn about the natural world and develop their physical skills throughout the year
- develop recording of the fire evacuation procedure to ensure all staff and children become familiar with the established practice and ensure all staff understand the completion of medication records.

The effectiveness of leadership and management of the early years provision

Clear policies and procedures are in place to ensure the safe and efficient management of the setting. These are regularly reviewed and all staff and parents are made aware of them. Robust systems are in place for the employment of new staff, with clearances and checks undertaken to ensure their suitability. The induction procedure and regular appraisals and supervision supports their development. The current staff are qualified and enthusiastic, keen to provide a stimulating environment where children are happy, safe and making good progress. There are clear plans for the improvement of the setting and staff are ambitious and keen to continue training to enhance their knowledge and practice.

The self-evaluation process in place covers all aspects of the nursery from development in the planning to include more activities to promote diversity and awareness of the local community, to the acquisition of resources, such as the canopy to allow children access to the outside area in all weathers. They have already started to implement plans to develop displays and activities to promote healthy lifestyles and posters are in place with different foods and exercises. The children say they enjoy the keep fit and the well balanced menus. Meals are provided by the nearby school in term time and prepared on the premises in the school holidays. Fresh fruit is always available as part of the initiative to introduce five-a-day to the children's diet.

The staff are very safety conscious and have a good understanding of safeguarding. They ensure the setting is secure and unauthorised persons do not have access, with regular risk assessments and safety checks undertaken to minimise hazards. Children are protected well, as the staff know the Local Safeguarding Children Board procedures to follow, should they have concerns about children's welfare, including notification of Ofsted should this arise. Accidents are dealt with very effectively and recorded appropriately, with entries monitored to ensure any hazards can be minimised. The presence of a doctor in the children's centre means medical advice is readily accessible. Medication records have not yet been used, so staff are not fully aware of the recording needed.

Staff deploy the resources and equipment effectively within the playroom, continually discussing how changes can be made to enhance the learning experiences for the children and to support easy access for them to help themselves. An area of the room has been allocated to the babies to allow them access to clear floor space to prevent accidents, while in view of older children or siblings. New sensory baskets are being developed for the children to investigate different textures and smells, with an emphasis on natural resources such as fir cones, sponges or wooden items.

All children have an individual development file, which is used to record progress by their key person, although all staff make observations of special achievements. Progress is noted through regular observations and then plans drawn up for next steps. Photographs and written information provides a comprehensive record of the child's time in the nursery, showing their enjoyment and progress. Staff are

very conscious of the different starting points of the children and aim to help them maximise their potential through careful planning and extra support if needed. They have good relationships with outside agencies and experience of creating special learning plans.

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

The setting very successfully promotes the individual needs of the children. Staff take account of their background and linguistic ability when they start and provide support to help their development and progress. Key workers develop good relationships with parents and children and through the communication record, monitor all contacts and involvement with the child. The development record provides evidence of the children's progress, showing through photographs and written notes of observations how they are making progress, with ideas for the next steps to be undertaken at nursery and also activities for parents to develop at home.

Most children are very settled and confident, staff provide support for parents and children to help them settle when they first start to attend. They are very conscious of the fact some children and parents have English as an additional language, so communication may initially be difficult, however they are keen to welcome them into the nursery. They also want to learn about customs and cultures from the wider world to help the children settle and for the others to develop a positive awareness of diversity. Festivals are an integral part of the year and through different food, music and craft activities, the children enjoy a good range of multicultural experiences.

The children behave very well in the positive, encouraging environment, where they feel valued as individuals and are building good relationships with their peers and the staff. The older ones are very considerate of younger children and support them in their play, assisting if they need help such as when using the blocks to build towers or looking at story books. They were all concerned when a child had an accident and enquired if he was feeling better, one giving him his hat to comfort him.

Activities are provided in all the areas of learning to promote the children's development and plans displayed for parents to see, although these are flexible to take account of unexpected learning opportunities and children's requests or interests. These have recently included the chance to grow things outside, have areas of garden for digging and learn about the police and fire services. Plans are in place for both the babies and the older children, as staff felt their needs were not being met very well although the themes are the same.

The children also learn to keep themselves safe. They have activities to develop an awareness of road safety and made a lollipop sign. They also understand the dangers of fire, although the present system of recording fire drills does not ensure they are all aware of the setting's evacuation procedure. The older children use resources with care and help to tidy away to prevent accidents, although the

younger ones are still learning to respect items such as books. They are all keen to try new things and are developing concentration to complete their chosen tasks.

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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