

Poppits Day Nursery

Inspection report for early years provision

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Inspection date 21/01/2010
Inspector Sarah Street

Setting address Putney Leisure Centre, Dryburgh Road, London, SW15 1BL

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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

Poppits Day Nursery is run by an individual provider. It opened in 2009 and operates from three rooms in Putney Leisure Centre, located in the London Borough of Wandsworth. All children share access to an enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. Access to the setting is via stairs or a ramp.

The nursery is registered by Ofsted on the Early Years Register and voluntary part of the Childcare Register. A maximum of 32 children may attend the nursery at any one time. There are currently 57 children aged from three months to five years on roll, some in part time places. The nursery currently supports a number of children with learning difficulties and disabilities.

There are nine members of staff, six of whom hold appropriate early years qualifications. One staff member is currently working towards an early years qualification. The setting also provides crèche facilities for users of the leisure centre for one hour each morning.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Happy and confident children enjoy their time in this welcoming and well-resourced setting. The commitment of the staff is a key strength. They recognise and value the uniqueness each child brings and work closely with parents to support each child. The setting regularly reflects on their practice seeking the thoughts and views of parents. Although the setting has only been run by the new owner for four months her plans for future development demonstrate a commitment and vision for continuous improvement. All the children have their welfare and learning requirements met as staff are aware of individual needs and abilities.

What steps need to be taken to improve provision further?

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

- ensure there are links in place for children who attend other settings in order to support and complement continuity in their learning
- review the organisation of snack time to ensure it maintains the interest of all the children during the learning experiences which take place at this time.

The effectiveness of leadership and management of the early years provision

Thorough employment procedures ensure staff are suitable to work with the children. Children play safely as staff are vigilant when supervising them. Daily

checks of the premises enable staff to identify any safety issues. These sheets are reviewed each week by the health and safety officer to ensure there are no recurring issues. Staff take their responsibility for safeguarding children seriously and have all had some training. They confidently discuss when they may have concerns that a child is at risk from abuse and know what action to take in order to protect children.

Leaders are effective role models who lead by example. Staff are well deployed and work well together. They have a common sense of purpose to ensure that all children have the opportunity to achieve as well as they can. They use self-evaluation well, which is influenced by the views of parents and enables the setting to accurately identify areas to improve. Staff generally work closely with parents and other professionals involved in children's development. However, some children attend other settings and staff have not yet developed links with these settings to ensure continuity in learning. Links with parents are strong. During the inspection they were very complimentary, commenting that staff are caring and their interaction with the children is good. Parents are given copies of all the policies and the setting is able to access translation services if necessary. Regular verbal communication, newsletters and meetings with the key worker ensure parents are fully informed, and involved in, their child's learning and development.

Children benefit from the effective deployment of staff and the high staff to child ratio means there is always a staff member who is willing and keen to support play and learning. Space is well organised and encourages children to explore. They confidently make choices as they self-select from the clean and well maintained toys, books and equipment. These positively promote the diversity of society and provide children with positive images. Staff help children learn about the need to re-use some items as they make some resources. Babies respond with interest at the bottles which are filled with different coloured water, glitter and paper.

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

Adults have a good knowledge of the welfare and learning and development requirements of the Early Years Foundation Stage promotes children's learning, social, physical and economic well-being. Activities are well-planned and resourced and are based on accurate observations and assessment. Staff confidently discuss the aim of their activity and which areas of learning it will cover. Clear systems enable staff to ensure that every child's learning is promoted. Staff respond effectively to children's spontaneous interests. When a baby explores the rattle from the treasure basket, smiling at the sound it makes, staff place some musical instruments for the baby to reach. Several children join in and obviously enjoy the experience.

Children's personalities are well known by staff and they provide appropriate support to children on arrival which helps them quickly settle. Children show lively enthusiasm for their learning. This is enhanced by staff who support children's learning as they play. For example, when the children decide to climb in and out of boxes, staff ensure there are different size ones and encourage words such as

inside, outside and discuss how many can fit in. The organisation of the day generally meets the needs of all the children. However during snack time the group is large. While this is a lively social occasion, some of the younger children become restless and move away. This is a little unsettling for the older children as their learning is disrupted.

Children make sound progress in all areas of learning. Staff regularly talk to the children, asking open-ended questions which encourages them to think and learn new vocabulary. Children enjoy looking at books which they handle with care and listen well to stories. Children have many opportunities to develop their creative skills. They help mix the paint, make play-dough and use their imaginations to design a picture using paint, leaves, glitter and paper. Staff encourage children's pride in their work as pictures are attractively displayed. Staff ensure there are opportunities each day for children to develop their large muscle skills. They either walk the children to their garden or use the bouncy castle, ride-on toys and soft play equipment which is in the large hall. Children learn about the wider world as they explore mini-beasts, plant fruit and flowers and celebrate festivals. Designated areas enable children to explore their writing, creative and problem solving, numeracy and reasoning skills which helps build their skills for the future.

Children behave well as staff are positive role models who manage any issues calmly and fairly. This helps children understand what is expected of them. When a child has a tantrum staff explain why their behaviour will not achieve what they wants. Children's health is well promoted. They learn about keeping safe and minimising the risk of cross infection as staff explain why they are mopping the wet floor, children help clean the tables before and after eating lunch and those in nappies are encouraged to wash their hands after a nappy change. Children currently bring packed lunches. Parents are given information about foods which can be safely stored and supplied. Effective systems ensure food is not shared which supports children with allergies. Children learn about healthy foods as staff discuss why they are good for them and provide activities where children explore different foods.

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	3
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 voluntary part of the Childcare Register are:

Met