

The Poplars Nursery Ltd

Inspection report for early years provision

Unique reference number

EY257438

Inspection date

23/04/2010

Inspector

Lynn Dent

Setting address

Portland Court, Sherwood, Nottingham, Nottinghamshire,
NG5 6EX

Telephone number

0115 9676051

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The Poplars Nursery Ltd opened in 1993 and is one of two privately owned provisions. It operates from five rooms on the ground floor of a converted detached house situated in a cul-de-sac location in Sherwood, Nottingham, close to the City hospital and major roads to Nottingham City centre. There is ramp access to the premises and garden making it suitable for wheelchairs users.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 37 children at any one time. There are currently 65 children aged from seven months to under five years on roll, some in part-time places.

The nursery is open each weekday from 7:45am to 6:00pm for 49 weeks of the year. All children share access to secure outdoor play areas. Children come from a wide catchment area, as most of their parents travel to work in and around Nottingham.

The nursery currently supports a number of children with special educational needs and /or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 18 staff. Of these, 16 hold appropriate early years qualifications, two are working towards a qualification and one is working towards a degree. The owner holds qualified teacher status. The setting provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children feel very safe and happy at the nursery and are valued as individuals. They are engaged and excited by the extensive range of exciting experiences provided for them. Staff make up a committed team who effectively support all children to make excellent progress in their learning and development. The management is forward thinking and show an exceptionally high level of commitment and desire to make continuous improvement that will benefit the children. Staff generally are very mindful of good hygiene and overall routines are implemented effectively, helping to minimise the cross contamination of germs. Excellent partnerships exist with parents and other professionals, promoting consistency for the children.

What steps need to be taken to improve provision further?

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

- improve hygiene procedures during nappy changing; this is with regards to

removing disposable gloves when leaving the nappy changing area.

The effectiveness of leadership and management of the early years provision

Children are cared for by suitable staff due to the robust recruitment and vetting procedures in place and the management continues to update staff suitability during their twice yearly appraisals. Staff undergo a detailed induction procedure which ensures that they are armed with the knowledge and skills to successfully carry out their role for the benefit of the children. Children's welfare is effectively safeguarded because staff clearly understand how to report concerns and initiate the appropriate proceedings both within the organisation and in line with the Local Safeguarding Children Board. Staff understand the need for safeguarding children at all times, for example, the use of mobile telephones is not permitted on the premises. Children are cared for in a safe environment because staff and the management are methodical in carrying out risk assessments for the premises resources, activities and before going on outings. Robust systems are used to audit the causes of accidents; as a result a safety surface has been installed in the play area.

A range of policies and procedures are successfully implemented effectively underpinning and promoting children's welfare. However, on the day of inspection children were not fully protected from the cross contamination of germs as a new member of staff did not fully comply with hygiene procedures after changing a nappy. The nursery is organised so that children of a similar age or developmental stage are cared for in small groups. However, there are times when they can mix with their older or younger friends such as meal times and during outdoor play. Consequently, the children learn from each other and know all the staff. This also helps the transitions arrangements as children move to the next room helping them to settle quickly promoting their sense of security. The management are resourceful and significantly forward-thinking, showing a very positive attitude to improvement. They work extremely closely with children, parents and staff to gain a valuable and accurate insight into how they view the setting. This information is used to carefully monitor the provision and set in place extremely clear action plans which are very successfully adapted to secure further improvements that systematically benefit the children. The management team provide good role models for staff. As a result the staff team work well together to create an enabling play and learning environment both indoors and in the outdoor play areas. Careful observation and assessment of children's learning and development results in very positive outcomes for all children as they make excellent progress in relation to their starting points.

Excellent systems to support children with special educational needs, disabilities and those who speak English as an additional language means that all children feel valued and their uniqueness is promoted. Consequently, no child is disadvantaged and all are making highly significant strides to reach their full potential. Very effective working relationships with other professionals means that staff can provide extremely well for the children's individual needs, for example, they are trained to administer specialist medication and manage specialised feeding

techniques. Additional funding is sought to enable all children to be full integrated into the inclusive setting and to provide specialist equipment and one-to-one support when needed. The effective key worker system enables staff to establish highly effective working relationship with parents, enabling excellent continuity of children's care, particularly for babies, whose routines from home are managed exceedingly well. Discussions with parents suggest that they highly value the care their children receive, impressed with the progress that their children make and are very well informed about all aspects of their own children's achievement, well-being and development.

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

Children in all areas of the nursery clearly feel safe and secure and are very relaxed within the setting. This is effectively promoted by staff's warm and purposeful interactions. Babies and toddlers have space to move and equipment that helps them develop independent walking. Children have fun, thrive and make excellent progress because staff use information from parents and their own observations to provide each child with a personalised development and learning programme. Parents are positively encouraged to review their child's developmental record and to add their own comments. Consequently, the records give a holistic view of the children progress. All children are genuinely interested in the activities provided and use their imagination well to develop these and initiate their own learning as they play harmoniously with their friends. The nursery places high emphasis on providing sensory learning for babies and younger children. As a result they are surrounded by objects to explore. For example, babies spend time exploring simple musical instrument, bouncing up and down and smiling as they become excited by the noise that they make. Older babies play with developmentally appropriate toys and everyday objects and enjoy sticking activities with different materials.

Good organisation of the day, resources and the environment result in children who are exceptionally engaged and learning through highly stimulating activities and experiences. In the outdoor play area older children take a very active part in helping to grow herbs in the sensory garden and younger children thoroughly enjoy investigating the different textures of the paving slabs and smelling the flowers. All children thoroughly enjoy and can independently access books at will; older children can accurately retell simple stories such as 'Goldilocks and the three bears' by using the pictures as clues. Older and more able children are highly competent writers and others are at various stages of developing independent writing. This is due to the highly purposeful ways in which mark-making is promoted. For example, children make appointments in diaries in the role play area and write or draw stories to show the sequence of events. Younger children use tools such as paints to make marks and chalks to colour and make marks on displays around their room.

Children competently use computers to help them learn, for example, they identify letters and sounds to make up simple words and to learn mathematical skills. Staff use discussions well to help children develop their language skills. The daily routine

is shown in pictures format so that children know what will happen next. Staff respond very positively to babies' early attempts at communication and gestures which encourages them to vocalise further. Children are positively encouraged to learn about other cultures in an environment that very effectively depicts diversity. Consequently, they develop a high respect for those who may be different to themselves. Visits from the lollipop lady and into the community very effectively support children's learning about those who help them. Children are very knowledgeable about the care of living things because they participate in growing flowers and visits the local pet shop. They thoroughly enjoy growing their own fruit and vegetables such as strawberries and onions which are later harvested and used in their meals. Therefore, children can clearly explain the whole process from planting to eating.

Children have an excellent understanding of the benefits of exercise and a healthy lifestyle. For example, they explain that they have 'red cheeks' because they are 'hot after running around outside'. Meals times are used well to help children develop their independence as they use appropriate cutlery and crockery to feed themselves. Older children serve themselves with drinks and all, except babies, take turns to help themselves to fruit and toast at snack times. Meal times help children develop table good manners. Children's dietary needs are managed well because a vegetarian or dairy free diet is provided. Others who prefer to eat fruit instead of a dessert are encouraged to do so. Most staff are trained in first aid. Consequently, children receive the appropriate care following minor accidents. Records are kept of accidents and the treatment given and shared with parents, keeping them fully informed.

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 | 1 |

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 | 1 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

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 | 1 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 2 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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 |
|--|-----|