

Poppins Day Nursery

Inspection report for early years provision

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Inspection date

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Inspector

Mary Anne Henderson

Setting address

Poppins Day Nursery, 38 Charles Street, Cheadle, STOKE-
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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

Poppins Day Nursery has been registered since 2003 and is based in Cheadle, Staffordshire. It reregistered in 2009 as a limited company. They serve the local areas. The nursery is registered on the Early Years Register to care for a maximum of 76 children at any one time and are currently caring for 110 children from three months to 11 years old. The nursery is also registered on both the compulsory and voluntary parts of the Childcare Register. Children can attend for a variety of sessions. There is an outdoor play area for the children.

The nursery opens five days a week all year round, from 07.30am to 05.30pm. The setting supports children with special educational needs and/or disabilities and those children who speak English as an additional language. There are 17 members of staff working with the children, all of whom have a recognised early years qualifications. The nursery is led by a qualified teacher. The nursery receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff and management work closely to ensure positive relationships are developed with the parents and their children. Staff also liaise with most other providers of the Early Years Foundation Stage to promote inclusion for all children on roll. The indoor and outdoor areas provide a good range of opportunities to extend children's learning and development. The systems in place to evaluate the setting are good. The capacity to make further improvement is strong. Most systems to assess the risk to children's safety and well-being are in place.

What steps need to be taken to improve provision further?

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

- review the risk assessment to ensure that it covers anything with which a child may come into contact to ensure children's safety and well-being, this specifically relates to the temperature of the radiators and minimising the risk of infection
- develop further systems for children who attend more than one setting, to ensure effective continuity and progression by sharing relevant information with each other and with parents

The effectiveness of leadership and management of the early years provision

The leadership and management of the nursery is good. The staff are warm and caring and work hard as a team to foster positive relationships with the parents and their children. They also liaise closely with other providers of the Early Years

Foundation Stage, such as the local schools, which ensures inclusion. However, liaisons with other providers, such as childminders, are less effective. Risk assessment procedures include checking areas, equipment, toys and outings involving the children. However, the risk assessment systems do not always fully identify risks to children's health and safety, for example, children's access to the toilet brushes and the temperature of one of the radiators in the children's play area. Children are safeguarded with regard to child protection because all staff have undertaken training and have a good understanding of the procedures to be followed. All staff are suitably checked and vetted.

Staff work well to support children with special educational needs and/or disabilities and those children who speak English as an additional language. For example, they work closely with the parents and other professionals to ensure children's needs are identified and met. Equality of opportunity is fostered well by the staff because they ensure all children are fully included in the setting. The self-evaluation systems of the provision are good and include all management, staff, parents and their children. The capacity to make further improvement on an ongoing basis is strong. Embedding ambition is a key focus of the staff and management to ensure good outcomes for all children on roll.

Engagement with parents is good. The parents have free access to their child's learning and development files at all times, which provides parents with information about their child's ongoing developmental progression. Daily verbal and written exchanges of information between the parents and the child's key worker ensure children's needs are identified and met. The parents have free access to the setting's policies and procedures at all times.

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

The children are beginning to recognise the importance of a healthy lifestyle and those things that contribute to this. They are provided with a healthy balanced diet, which includes fish, meat, vegetables and a range of fruit for snack times. The staff ensure the children have free flow access to the outdoor areas throughout the day. Here the children ride their trikes, play bat and ball games and use the climb and balance equipment. They also enjoy being in the garden area, where they plant, grow and harvest their own carrots, potatoes and tomatoes. Children plant flowers and bulbs, caring for them and watching them grow and change over time. The children learn about good hygiene through routines stories and activities. The children are beginning to have an awareness of personal safety as they receive visitors to the nursery, including the fire service and police officers. The visitors talk to the children about road safety and fire safety. Children also learn about road safety through activities and during outings. They are involved in the fire evacuation procedures of the setting. Children show they feel safe in their environment. They are introduced to visitors to ensure they are aware of changes occurring in their routines. The children also show an awareness of feeling safe as they approach the staff for support and comfort when they need it. Children are beginning to form strong relationships with their peers and the adults around them. They have a high regard for one another and the staff and are keen to be

involved in caring for their environment as they help to tidy up after activities. Children's photographs and art work are displayed for them in their play areas, which fosters a good sense of belonging.

Children find out about their environment, identifying features and noticing the natural world. They enjoy a good range of outings to places of interest. This includes visits around the local community, such as the shops and library and the local post sorting office. They also like to visit Shugborough Hall. Here they talk about the Victorian way of life, feed the lambs and talk about the piglets. They also like to visit zoological parks, gardens and aquatic centres to look at and talk about various animals, such as penguins, monkeys and various fish and their habitats. The children enjoy looking for animals and insects in their garden area and collect ladybirds and other insects to look at closely, setting them free again afterwards.

The children are beginning to use information and communication technology to support their learning. Younger children and babies explore push button toys and table top computers. Older more able children enjoy access to the computer exploring various programmes that support their problem solving skills. To further children's interest in problem solving, the staff ensure they access a broad range of resources, such as weigh scales, construction and puzzles. Children explore colour, texture, shape and form in two and three dimensions. Younger children sit in shaving foam and gloop, exploring using their senses. Older children enjoy mixing paints, colouring in pictures and moulding the play dough.

Children are beginning to understand that people have different needs, views, cultures and beliefs. They use a range of resources that reflect positive images of diversity, including dolls, small world people and resources that reflect disabled people. They also enjoy story time and read story and reference books. The children are beginning to explore festivals around the calendar year. For example, during Chinese New Year and Divvali they try various foods, listen to stories and dress-up in traditional play clothes.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met