



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 254231

DfES Number: 500654

INSPECTION DETAILS

Inspection Date	10/11/2003
Inspector Name	Rosalie Mary Turner

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Poppies Nursery
Setting Address	The Pavilion Memorial Park, Yarmouth Road North Walsham Norfolk NR28 9AY

REGISTERED PROVIDER DETAILS

Name	The partnership of Poppies Nursery
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ORGANISATION DETAILS

Name	Poppies Nursery
Address	The Pavilion, Memorial Park Yarmouth Road North Walsham Norfolk NR28 9AY

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Poppies Nursery opened in 1989. It operates from a single storey building in the centre of a public park in the small town of North Walsham in rural North Norfolk. The nursery serves the town and surrounding area and reflects a range of social, economic and cultural backgrounds.

There are currently 36 children from five months to four years on roll. This includes nine funded three-year-olds and one funded four-year-old. Children attend for a variety of sessions. The setting currently supports a number of children with special needs or who speak English as an additional language.

The nursery opens five days a week all year round. Sessions are from 07:45 until 17:30.

Ten staff full or part-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Three staff are currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP). A trained special needs co-ordinator provides support to key workers caring for children with special needs.

Although staff do not follow any particular teaching methods, their aim is to work with the children to promote learning through play.

How good is the Day Care?

Poppies Nursery provides good quality care for children aged under five years.

Staff work well as a team. They are all committed to ongoing training to enable them to gain up to date knowledge and skills which they practise in the setting. All aspects of the provision are well organised. Effective use is made of the staff, space and resources to ensure that all children are well cared for. All relevant paperwork is in place to support the nursery to operate smoothly, although some records require

improving to reflect staff checks required and to detail times of arrival and departure for visitors.

Staff have a good understanding of children's safety. The comprehensive risk assessment helps to protect children from harm both inside, outside and on outings. Hygiene practices are good and staff help to protect the children from the spread of infection by teaching them about the importance of hand washing.

Staff interaction with children is very good. They group children well according to the activity they are involved in, enabling the children to be secure and confident with peers and adults. Staff support children well to develop a thorough understanding of the guidelines for acceptable behaviour. They are aware of the signs and symptoms of children at risk to support children's welfare and safety.

The relationship with parents and carers is very good. There is an effective key worker system which enables staff to establish good relationships with children and their parents. Staff develop an effective, two way flow of information between home and nursery which ensures children are given appropriate care to meet their individual needs.

What has improved since the last inspection?

At the last inspection the nursery agreed to submit forms to enable Ofsted to complete vetting procedures and to ensure that a trained member of staff has responsibility for child protection issues. They were asked to develop their policy for sick children, to include care whilst the child is still at nursery, as well as to obtain written permission from parents to seek emergency medical advice or treatment.

All staff are vetted, or await results of checks, to ensure persons caring for children are suitable to do so. A member of staff is trained to take responsibility for child protection issues to help nursery to identify and protect children who may be at risk. Staff have written permission from parents to seek emergency medical advice or treatment and the policies detail practices for care of children that are ill whilst in nursery. As a result, staff are able to act quickly, as well as in children's best interests, if they are ill.

What is being done well?

- A very good, comprehensive operational plan enables the nursery to operate efficiently and effectively.
- Staff ensure that routine activities are exciting and stimulating to maintain children's interest. For example, by presenting sand on the floor and varying the use of role play areas as a jungle, shop, office or airport.
- Staff place high priority on developing children's confidence and independence by encouraging them to self select and complete tasks for themselves. For example, select toys, pour their own drinks, put on clothes and use the toilet.

- Staff develop excellent plans throughout the nursery, specific to individual abilities, to help progress children's learning in all areas of their development.
- Staff meet the needs of children well. They respect individual routines for feeding and sleeping and respond quickly to children's interests in play.

An aspect of outstanding practice:

Staff display excellent behaviour management techniques. A clear and positive policy questions the constant use of praise, challenges staff to make informed decisions and helps them to set reasonable, age appropriate boundaries. Staff are excellent role models. They are calm, positive, consistent and polite. Staff give clear explanations to the children to help them to learn right from wrong. As a result children are happy and their behaviour is exemplary.

What needs to be improved?

- the records, to update staff employment forms regarding checks required and to ensure times of arrival and departure of visitors are recorded.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Improve record keeping to ensure required elements are accurately covered. (This refers to details of checks required on staff employment forms and times of arrival/departure of visitors.)

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Poppies Nursery is of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. All staff have a very good knowledge of the foundation stage which they use to plan a wide variety of meaningful activities to help children to learn. Staff make good use of time and resources to enable children to settle quickly and to be self sufficient. Staff are well deployed throughout the nursery. They interact effectively with the children who respond well to the positive support. The balance between adult directed activities and those where children play freely is very good.

The leadership and management of the group is very good. Partners and staff have clear roles and work together to monitor and evaluate the day to day running of the setting. All adults are committed to enhance the development and education of pre-school children. Effective practices are in place to support all children, especially those having special educational needs.

The partnership with parents is very good. Parents are provided with good quality information about the nursery and the curriculum. Parents share and contribute towards their children's progress through their close links with named staff. Their views on the provision are welcomed via questionnaires and regular parent's evenings. Parents state they feel well informed on the progress that their children are making.

What is being done well?

- Staff have a very good knowledge of the early learning goals which they use to plan a balanced range of activities throughout the nursery to help children make progress in all six areas of their learning.
- Activities are exciting, interesting and well planned. They are meaningful to the children and take into account the range of abilities within the setting.
- Children's personal, social and emotional development is excellent. Children are confident, interested and able to work on their own. Behaviour is exemplary.
- Staff are skilful in their observation and assessment of all children. They use their findings effectively to set challenges for all children, including those with special educational needs, that increase their thinking and skills.

What needs to be improved?

- There are no significant weaknesses to report, but consideration should be

given to improving the following:

- develop number and letter lines, at the children's height, to support children's early reading and mathematical skills.

What has improved since the last inspection?

The setting has made very good progress since the last inspection. Staff have improved their assessment of children. Nursery has implemented the 'Stepping Stones' assessment system to cover each area of learning. Staff have enhanced the system and use colour coding to identify gaps in children's knowledge and skills. They use the assessments skilfully to inform planning so that each child is able to progress to the next step in learning. Parents are more actively involved in the process of learning through use of children's diaries and scrapbooks, formal annual appointments to discuss progress and less formal parent's evenings. The clear information that is exchanged helps parents to be more involved in their child's learning as well as understand the purpose of the activities undertaken with the children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, interested and well motivated to learn. They are beginning to take turns and share with suitable staff support, especially during group activities. There are very good relationships between staff and children and behaviour is excellent. Children are developing and extending their personal independence, for example, when putting on coats and pouring drinks. Children are developing a sense of the wider community through a good range of resource to stimulate their curiosity.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have a very good grasp of language and are developing listening skills as they talk to staff. Staff question children appropriately to explore their ideas and feelings. Children have regular chances to practice emergent writing as they complete practical activities. They are learning to recognise print through clear labelling within the setting. Staff teach children to use books correctly and follow text. However, there is no clear letter line to reinforce sound association.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff give children every opportunity to use numbers and learn the concept of counting within routine activities. They challenge children to solve simple mathematical problems through well planned activities that enable them to sort and match by position, shape, size or quantity. Staff support children well. They make excellent use of comparative and positional language throughout the curriculum to help children to develop their early mathematical thinking.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing early scientific skills through effective use of a good range of resources. They enjoy technological toys and have an exciting selection of man made and natural materials to build and design. Staff encourage children to explore and investigate through well planned activities such as melting ice and growing plants. They make excellent use of the environment to help children to learn. Children collect natural materials, visit the emergency services and hold a wedding.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing control over their bodies as they pedal, balance and manoeuvre cars backwards and forwards. Staff use resources well to develop children's hand/eye co-ordination. Children use scissors, glue spreaders, and pour their own drinks with confidence and control. Children are challenged to think about the importance of staying healthy through a range of planned activities, such as a visit from the dental hygienist and very good hygiene practices within the nursery.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Children have very good opportunities to develop their imagination through exciting role play situations which are regularly changed, such as, a home, office, shop or jungle. Children enjoy music as part of the daily routine. They sing enthusiastically and planned activities introduce them to dance, rhythm and movement. Children's sensory development is well supported as they use feely/smelly bags. Children use a very good variety of creative materials to explore colour, texture and form.</p>	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- develop number and letter lines, at the children's height, to support children's early reading and mathematical skills.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.