



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY257438

DfES Number:

INSPECTION DETAILS

Inspection Date	22/02/2005
Inspector Name	Tina Garner

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	The Poplars Nursery Ltd
Setting Address	Portland Court Sherwood Nottingham Nottinghamshire NG5 6EX

REGISTERED PROVIDER DETAILS

Name	The Poplars Nursery Ltd
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ORGANISATION DETAILS

Name	The Poplars Nursery Ltd
Address	Portland Court Sherwood Nottingham Nottinghamshire NG5 6EX

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

The Poplars Nursery Ltd opened in 1993. It operates from 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.

Children are cared for on the ground floor of the property in small group rooms according to their age. Children aged 0-2 years have access to two rooms, there is a separate room for 2-3 year olds and a transition room for children once they are 3 years old, in preparation for moving to the pre-school room which accommodates older 3 to 6 year olds. There are children's toilets, nappy changing facilities and access to an outdoor soft surface playground and large enclosed wooded garden. A floodlit car park is available. Staff have access to a kitchen, laundry, office and a staff room situated on the first floor of the property.

There are currently 48 children on roll, of these children 13 receive funding for nursery education. Children attend a variety of sessions each week. The nursery support children with special educational needs (SEN), and 2 children who speak English as an additional language. The nursery is open from 07:45 to 18:00, Monday to Friday, closing for bank holidays, 1 week at Christmas and for 2 weeks in the summer.

There are 14 in the staff team, 3 of whom are supernumerary, 9 have relevant early years qualifications. This includes the director, who as headteacher develops the curriculum and the nursery manager, who is responsible for the day-to-day running of the nursery. Two other staff are currently working towards childcare qualifications. There are also two cooks and a business manager.

The setting receives support from a mentor/teacher from the Nottingham Early Years Development and Childcare Partnership.

How good is the Day Care?

The Poplars Nursery Ltd provides good quality care for children. The warm and

welcoming premises offer sufficient space for a good range of indoor and outdoor activities. The nursery is well maintained; rooms are bright and made welcoming with attractive displays and information notice boards. An appropriate range of equipment and play materials are provided, however resources are not organised effectively for younger children to support their play and learning. Staff are suitably deployed, all attend training to develop new and existing skills. Records required for the purpose of registration are maintained to a high standard.

Staff are vigilant in their supervision of the children, they teach children how to care for themselves through good daily routines, for example washing hands before meal times. Good systems are in place to deal with accidents and medical emergencies. The staff work well as a team, which creates a settled atmosphere with clear daily routines. Suitable meals are provided for the children, which encourage them to try different foods and to eat sociably. Clear information is collated which enables staff to identify individual needs, and a good range of activities helps children learn about equality and diversity.

Staff have an appropriate knowledge of each child's individual needs and interests. Skilled staff interaction extends children's learning and helps to build their self-esteem and confidence. Children are familiar with staff and the daily routines of the nursery; they behave well and confidently access all areas. A stimulating range of structured activities are provided for children, however free play activities are not suitably extended to ensure the needs of all children are met.

Parents are welcomed into the nursery and friendly relationships are established with staff. There are effective written and verbal systems in place for exchanging information regarding nursery practice, current topics, and children's progress.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Clear procedures are in place regarding hygiene and children's health. Staff competently carry out these procedures maintaining good hygiene in the setting and complete clear records relating to any accidents and medication.
- There are effective communication systems established for staff and parents to exchange information. Written information is given to parents regarding a range of issues and staff make themselves available to verbally exchange information on a daily basis.
- Staff are confident and competent, they work efficiently and effectively to ensure the smooth running of the session and deploy themselves well, keeping children under their direct supervision at all times.
- The staff are good role models for the children. They treat children respectfully and work well as a team to set consistent boundaries and expectations. Staff are motivated and enthusiastic in their interactions with children.

What needs to be improved?

- the organisation and presentation of resources and freely accessible activities to enable children to make their own choices about their play, to ensure children are interested and suitable challenge is provided

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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
3	Ensure a balanced range of age appropriate activities are planned and provided along with easily accessible supporting resources to enable children to build on what they already know and ensure age appropriate challenge is offered.

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

How effective is the nursery education?

The Poplars Nursery Ltd provides a friendly welcoming environment where children are making generally good progress towards the early learning goals.

The quality of the teaching is generally good. Staff have a sound knowledge of the early learning goals, and with the lead practitioner team plan a varied and stimulating programme of structured activities for the children. All structured activities have clear learning intentions and are evaluated, the team use this information well to improve practice. Staff facilitate children's play and engage with them in positive ways. They provide a wide range of experiences and teach techniques and skills well. However, opportunities and access to resources for children to engage in independent self- chosen activities which encourages them to consolidate their own learning are not always suitably presented. Some staff have limited understanding of what children could learn from these activities. Adults have caring relationships with the children, effectively encouraging children's self-esteem and confidence. Staff listen to children and value what they have to say. Good standards of behaviour are maintained and all staff convey consistent boundaries.

Leadership and management are generally good. The setting is managed by a committed and motivated management team. They set high standards for recruitment and ongoing training, and have created a coherent and stable staff team. A clear team ethos is evident. Monitoring and evaluation of focused activities is very good, however opportunities are missed to evaluate free play activities to ensure age appropriate challenge is offered.

The partnership with parents is very good. Parents are provided with relevant information about the educational programme and are kept well informed about the progress and attainment their child is making. They are encouraged to support their child's learning at home and there are regular opportunities for them to contribute to assessment.

What is being done well?

- Children's knowledge and understanding of the world is supported well by a combination of direct teaching and first-hand experiences. Local surroundings are used effectively to help children learn about the environment and natural world.
- A carefully planned programme of mathematical activities helps children develop a positive attitude towards mathematics and show confidence in their abilities to use numbers in practical problem-solving situations.
- Children's interest in books is well promoted. They make regular trips to the library, use reference books to support topic work and show enthusiasm when being read to by an adult.

- Children's personal independence is well fostered. Effective daily routines allow children time to become increasingly self-sufficient when managing tasks such as their own personal hygiene.

What needs to be improved?

- effective use of time and resources to encourage children to use their own imaginations, develop their own ideas and independently explore and experiment with the available resources.

What has improved since the last inspection?

The nursery has made good progress since the last inspection. Two points for consideration were agreed. They were requested to provide opportunities at snack time for children to talk and develop personal and social skills. Good opportunities are now in place for children to share thoughts, feelings and experiences during a wide range of small group activities, which include snack times. The second point for consideration was to provide displays of positive images of people from other cultures and traditions. A good variety of displays, posters and notices in and around the nursery, now depict positive images of a diverse range of cultures, countries and different traditions.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children interact co-operatively within groups, share and take turns. They display good levels of involvement in activities. Children relate well to each other and form good relationships with staff. They are developing high levels of independence as they use opportunities within the activity programme and follow good daily routines. Through planned activities children are learning a good awareness of diverse cultures and their own community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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The children engage easily in conversation, speaking clearly, asking questions and using mature sentence construction. Planned topics increase their vocabulary and encourage them to experiment with rhyme and rhythm. They are interested in writing for a purpose and have good pencil control. The children are learning to link sounds and letters and are developing early reading skills. Children's interest in books is well promoted; they listen with enthusiasm to stories and use reference books.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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The children have good mathematical understanding and skills. They use mathematics to count, match, order and question or to solve practical problems whilst engaged in free-flow play. The children are beginning to use simple calculating skills as they compare sets of objects. They confidently count in sequence up to ten and beyond. When creating designs and models they use basic shapes and fit objects into spaces.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Many carefully planned adult-led activities enable children to investigate and explore a wide range of materials and living things using various senses. They make good use of local surroundings to learn about their environment and the natural world and learn about changes over time through carefully planned topic work. They confidently use information technology for various purposes and have planned opportunities to design and construct using different materials and techniques.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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A regular programme of structured activities promotes children's movement skills such as balancing and climbing. Children negotiate space well and use outdoor play equipment such as wheeled toys with confidence and control. They begin to learn about the effects of activity on their bodies, and show awareness of good health and hygiene practices in their daily routines. Planned activities introduce the use of a range of small tools and equipment such as hole punches and tape dispensers.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Many well-planned structured activities introduce children to a variety of materials, media and techniques helping them learn about colour, texture, form and shape. Children enjoy musical activities including singing, movement and use of instruments. Varied role-play areas enable children to engage in imaginative play situations. Although there is a good range of materials available, time and resources are not always used to full effect to promote children's independent creative activities.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- Review the use of time, resources and focused activities to enable children to explore and investigate their own ideas to extend and consolidate their own learning through independent activity.

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.