



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 206117

DfES Number: 524119

INSPECTION DETAILS

Inspection Date 11/02/2004
Inspector Name Diana Pidgeon

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Mary Poppins Day Nursery
Setting Address 30 Chain Lane
Mickleover
Derby
Derbyshire
DE23 5AJ

REGISTERED PROVIDER DETAILS

Name Mickleover Day Nurseries Ltd 02579328

ORGANISATION DETAILS

Name Mickleover Day Nurseries Ltd
Address 30 Chain Lane
Mickleover
Derby
Derbyshire
DE3 9AJ

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

Mary Poppins Day Nursery opened in 1990 and is situated in a residential area on the outskirts of the city of Derby. The nursery is housed in a large detached property, which has been converted to provide a baby unit and several activity rooms, on two floors, for different age groups of children. The children come from a wide area to attend.

There are currently 88 children under 8 years of age, on roll. This includes 13 funded 3-year-olds and 9 funded 4-year-olds. The setting supports children with special educational needs and who speak English as an additional language.

The nursery is open throughout the year from 07:30 to 18:00 on Monday to Friday, only closing on Bank Holidays. There are 19 members of staff working either full-time or part-time with the children, of whom over half hold recognised childcare qualifications. The nursery receives support from an advisory teacher from the Derby City Early Years Partnership.

How good is the Day Care?

Mary Poppins Day Nursery provides satisfactory care for children overall. A friendly and consistent staff team help children to feel secure and settled. Staff are well deployed around the nursery to meet the needs of the children, who are appropriately grouped according to their age and stage of development.

Throughout the nursery staff demonstrate a good awareness of safety. Suitable hygiene procedures are followed. A balanced and nutritious menu is provided for all children, which takes account of any individual dietary needs. Children eat sociably and are developing good manners and independence skills.

The needs of very young babies are met well in the self-contained baby unit, where individual routines are followed. Older babies and children follow daily routines and enjoy a broad range of planned play activities. These include regular opportunities to be outdoors which allows all children to be active and develop their physical skills.

Organisation in most areas allows children to make good choices in their play and to move freely. Children have access to a range of suitable toys and activities and staff interact with the children to build on their knowledge and skills. Regular observation and assessment takes place in all areas to further children's progress. Staff's generally positive and consistent management of behaviour helps children feel secure and show care for each other.

Parents are warmly welcomed into the nursery and provided with good useful information, particularly in the Early Years Unit. Parents are informed about their child's day verbally and babies have written diaries. Most documentation to support the smooth running of the nursery and meet requirements is in place.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The self-contained baby unit offers a warm, homely environment for very young children. Consistent staff work within the unit, which enables children to feel happy and settled. Individual routines are respected and staff work closely with the children to promote their development using stimulating toys and equipment.
- Children's dietary needs are well met. Nutritious meals are prepared by the cook which meet individual dietary needs. Meal times in all areas of the nursery are sociable occasions, which encourage children's independence skills and promote good manners.
- Nursery routines allow all children to have good access to the outdoor area, which is well resourced with a mix of large and small play equipment. This promotes children's physical skills and encourages them to be active.

What needs to be improved?

- the attendance registers so that clear times of children's and staff attendance are shown
- the policy statement relating to lost or uncollected children so that it includes the procedures to be followed by staff in the event of a child being uncollected
- documentation relating to obtaining emergency consents for each child
- the organisation of play opportunities for younger children, accommodated on the first floor, to allow them to make more choices in their play.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
2	Ensure an accurate daily record of children and staff attendance is held, showing times of their arrival and departure.	25/02/2004

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

Std	Recommendation
2	Extend the existing policy to include procedures to be followed in the event of a child being uncollected.
3	Review the provision for younger children on the first floor to ensure they have access to a wide range of activities which allow them to make choices in their play.
7	Request written permission from parents for seeking emergency medical advice or treatment

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

How effective is the nursery education?

Mary Poppins Day Nursery offers good quality nursery education where children make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff form good relationships with the children and create a happy learning environment. Good behaviour is promoted well with staff taking opportunities to praise and encourage children as they work and play. Clear planning systems have been established but currently these do not link closely with the early learning goals in order to fully support balanced coverage across all aspects of learning. Children's progress is recorded and used to effectively match activities and teaching strategies to individual learning needs. Children are grouped appropriately to extend the older and more able children. There is suitable support for children with special educational needs or for whom English is an additional language.

Leadership and management are generally good with a clearly defined organisational structure and staff responsibilities. Staff and management are open to new ideas and show a commitment to on-going development. Internal systems such as staff meetings and suggestion boxes as well as links with external advisors help the nursery to monitor and review its provision.

Partnership with parents is generally good. Parents receive useful information about the nursery and the curriculum through booklets, notice boards and informal opportunities for discussion with staff. Progress reports are compiled from observations and assessments of the children. These are given to parents who can add their own comments. Links between home and nursery are furthered through a book share scheme.

What is being done well?

- Staff encourage children to develop their personal independence skills and children competently pour their own drinks, serve themselves with vegetables at lunch and go to the bathroom on their own. Many children can dress themselves in hats and coats ready to go outside to play.
- Older children use spoken language well, showing interest in their conversations with staff and other children and confidence when speaking in a group. They listen attentively as other children speak, taking turns to express their ideas. Staff effectively help children extend their vocabulary by introducing and explaining new words.
- Parents are well informed about the nursery, the educational provision and the learning intentions through a wealth of written information available to them in the Early Years Unit. This ensures that parents have opportunities to contribute to topics and support their child's learning at home.

What needs to be improved?

- the long term planning to link more closely to the early learning goals
- opportunities for children to investigate, to design and make, question how things work and why things happen
- opportunities for children to use their imagination.

What has improved since the last inspection?

The previous inspection required the staff to provide more displays of the children's own work and to increase the opportunities for parents to share comments about their child's learning at home.

Generally good progress has been made in addressing both of these key issues. The Early Years Unit is now attractively decorated with labelled displays of the children's own work, which demonstrates to the children that it is valued and appreciated.

The nursery now offers a variety of ways for parents to share comments about their child's learning at home. These include informal discussions with staff on a daily basis, written reports, which invite parental contribution and the adoption of a book share scheme. This has resulted in a stronger partnership with parents.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children generally show confidence in their dealings with adults and other children. They are beginning to understand what behaviour is expected of them, to share, take turns and line up sensibly to go outside. Children's personal independence is very good, as children confidently serve their own food, pour drinks, wash their hands and fasten their coats. Through planned topics children are learning to appreciate their own and other cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

All children listen attentively to stories and older children are able to take turns in conversation and express their ideas and opinions at group times. Most children recognise their own names and older children link sounds and letters in games. Children make marks in their play, attempt to sign in on the wipe clean boards and some clearly write their name to label their work. Children enjoy looking at books independently and most handle them carefully.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

All children are beginning to count up to 10 confidently in their play and recognise numerals on the calendar or puzzles. Children sing number rhymes and everyday events such as snack time are used to extend older children's ability to solve number problems. Children sort, sequence, match and make patterns at a variety of planned activities. They recognise simple shapes and use the computer to extend this area of learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children talk about their homes, families and past events at group times, demonstrating a sense of place and time. Planned topics help them appreciate the environment and other cultures. There are some opportunities for them to explore and investigate, such as handling the sticky dough or plasticine. Children design and make using limited materials. All children show confidence when using the computer and are developing good skills with the mouse.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently outdoors as they pedal bicycles, kick balls and roll hoops. They climb and balance confidently and staff support them to increase and develop their skills. Some children are beginning to notice the effect exercise has on their bodies. Most children use a range of small tools effectively, such as tongs to serve potatoes at lunch. They manipulate scissors and complete puzzles with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children begin to use their imagination in simple role-play activities. They explore colour when painting and older children mix paint to the shade they need. Adult led activities introduce a variety of materials and techniques. Children enjoy tactile experiences and make birthday cakes from dough or butterflies with the plasticine. Young children enjoy exploring sound as they play musical instruments, but overall there are limited opportunities for children to express themselves to music.

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

- Develop the long term planning to link more closely to the early learning goals so that all aspects of learning are given appropriate attention over time.
- Provide more opportunities for children to investigate, explore, design and make on a regular basis. Encourage children to question how things work and why things happen.
- Develop further opportunities for children to be creative, which draws upon their imagination and originality, with particular reference to art, music and dance.

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.