



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 206278

DfES Number: 512964

INSPECTION DETAILS

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| Inspection Date | 17/02/2004 |
| Inspector Name | Joanne Bowman |

SETTING DETAILS

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|-----------------|--|
| Day Care Type | Full Day Care |
| Setting Name | Mary Poppins |
| Setting Address | York House, 26 The Green Hasland Chesterfield Derbyshire S41 0LJ |

REGISTERED PROVIDER DETAILS

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|------|---------------------------------------|
| Name | Mary Poppins Chesterfield Ltd 4578033 |
|------|---------------------------------------|

ORGANISATION DETAILS

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|---------|--|
| Name | Mary Poppins Chesterfield Ltd |
| Address | 26 The Green Hasland Chesterfield Derbyshire S41 0LJ |

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 and Nursery School opened in 1995. It operates from a partly purpose built and partly converted premises. The nursery serves a mixed rural and urban area on the outskirts of Chesterfield.

There are currently 100 children on roll. This includes 25 funded 3- year-olds and 10 funded 4-year- olds. Children attend a variety of sessions.

Currently 1 child has special educational needs and the group has no children who speak English as an additional language. The setting also provides before and after school care.

The group opens 5 days a week all year round. Sessions are from 07:30 until 18:00.

Fourteen full time staff and 2 part time staff work with the children. Fourteen have early years qualifications. The setting receives support from the Derbyshire Early Years Development and Childcare Partnership.

How good is the Day Care?

Mary Poppins Day Nursery and Nursery School provides satisfactory care for children.

The staff provide a welcoming friendly environment for children to play and learn, great pride is taken in the nursery's appearance. Staff are deployed effectively within all areas of the nursery providing consistent care for children. Good policies and procedures enhance the organised approach.

The children benefit from having access to a good range of resources. However opportunities to extend the babies sensory skills are limited. Each room follows weekly plans which enable children to practice a broad range of skills. Opportunities to develop children's knowledge of the wider community are limited. Children are valued and treated with respect. Children understand the acceptable boundaries for good behaviour. Staff are good role models. Staff are good at supporting children

with Special needs.

The staff maintain good standards of safety both indoors and out. Staff do not promote good

hand-washing practices within the nursery and the standard of hygiene is unsatisfactory.

Staff have good knowledge of children's routines and information is recorded daily detailing; rest, feeds and toileting.

The staff have a focused approach to working in partnership with parents. They are encouraged to participate in collecting artefacts for current themes. Staff frequently share information about what the children have been doing and encourage parents to read children's individual development records.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Clear organised routines provide stability and structure to a child's day. Effective communication ensures staff are clear regarding roles and responsibilities.
- Children benefit from positive role models and clear boundaries for behaviour management. Staff actively promote positive values on discipline. Children receive praise and encouragement throughout.
- Progression through to the next age related room. Staff ensure the transition is well coordinated with staff and parents. Children are encouraged to develop at their own pace.

What needs to be improved?

- the staff's knowledge regarding how to ensure good hygiene practices are adhered to, when changing babies nappies and before handling food
- opportunities for babies to learn by using all senses and experience natural textures and materials more frequently
- opportunities for children to experience the wider community on a more frequent basis.

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 |
|-----|---|------------|
| 7 | Take positive steps to prevent the spread of infection and appropriate measures regarding hand-washing. | 23/03/2004 |

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

| Std | Recommendation |
|-----|--|
| 5 | Demonstrate how you will develop opportunities for babies to develop learning through all senses and experience natural textures and materials on a regular basis. |
| 9 | Provide more opportunities for children to extend their knowledge on race and culture within the wider community. |

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

How effective is the nursery education?

Children are making significantly weak progress towards the early learning goals overall, although their progress is generally good in, mathematical development, physical development and personal social and emotional development.

The quality of teaching is significantly weak. Staff have inconsistent knowledge of the early goals in all six areas. Plans currently show specific learning objectives for focused activities only, other free choice activities are generally selected by staff on a daily basis. However the potential learning from these activities is not always built upon. Staff are not currently using their knowledge of what children can already achieve to influence future planning, therefore the process is not yet wholly effective.

Staff develop good relationships with the children and question children skilfully and give clear explanations during circle time. However there is insufficient challenge and expectation for older and more able children, including developing their independence, use of problem solving and creativity.

Children's behaviour is managed very well and this has a positive impact on relationships. Effective systems are in place for supporting children with special educational needs.

The leadership and management of the nursery is generally good. A committed team communicates effectively with management providing support and guidance. Staff are involved in an active training program although further training is needed on the early learning goals to ensure staff are able to provide children with maximum learning opportunities at all time.

The partnership with parents is generally good. Written information is available to parents clearly outlining the care and curriculum offered. Parents are valued as the first and main educators. Parents are encouraged to become involved in the children's learning and respond positively to requests for artefacts for current themes.

What is being done well?

- The very effective management of children's behaviour.
- Effective questioning and clear explanations during circle time.
- Children's interaction with adults and peers, they form good relationships.
- Children's imaginative skills are well developed, they play cooperatively and take turns.

What needs to be improved?

- staff's knowledge on the assessment, planning and implementation of the early learning goals, to ensure all children receive maximum learning opportunities through a well balanced curriculum
- planning and assessment systems, with regard to clearly identifying how the activities are differentiated for children's varying abilities and using the system for recording children's achievements to plan activities which builds on children's previous learning
- practical and spontaneous opportunities for older and more able children to promote greater independence and build on what they can already do
- opportunities for children to input their own ideas into their creative work, art and design.

What has improved since the last inspection?

Since the last inspection the nursery has made limited progress. Time-tabled children's choice sessions and choice trays have been implemented but still children are not using these independently. Adult led activities limit choice and creativity. Children now do have opportunity to take part in more adventurous play to develop physical skills, but there is little evidence to show progression relating to the stepping stones due to limited observations in children's individual assessment files. New systems have been put in place to encourage parents to share their observations. However there are no links to this aiding future planning. Planning has improved since the last inspection and identifies clear learning objectives linked to the stepping stone. However this only relates to the focused activities and still doesn't clearly identify differentiation for specific children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children work independently and in small groups. They separate from carer well. Children develop good relationships with adults and peers. Children involve themselves in purposeful activities; playing corporately and initiating social interaction with adult and peers. They are acquiring knowledge of right from wrong and are clear on expectations. They have some personal independence, but the older ones do not work to their independent potential.

COMMUNICATION, LANGUAGE AND LITERACY

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|------------|------------------------|
| Judgement: | Significant Weaknesses |
|------------|------------------------|

Children confidently communicate and older children negotiate and organise spontaneous imaginative play. They listen and respond appropriately at circle time. Older more able children write competently and have opportunity to write in structured and free choice activities. However younger less able children are not always guided on correct letter formation. Children use books respectfully. However they are not always used to maximum potential and the selection is limited.

MATHEMATICAL DEVELOPMENT

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|------------|----------------|
| Judgement: | Generally Good |
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There is a good range of mathematical equipment, however this is not always used effectively. Children are interested in counting and relating number to quantity; older children use number confidently in their play. They enjoy rhyme to explore subtraction and mathematical concepts. Children sort match and recognise shape in structured and routine activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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|------------|------------------------|
| Judgement: | Significant Weaknesses |
|------------|------------------------|

Children learn about the natural world and local surroundings through on going themes. Children use their senses to explore and notice change. Children confidently use reflection, and prediction and articulate well. They have a good sense of time and place. Some technological equipment is available, although children do not always make best use of it. Children have some opportunities to construct, but they have insufficiently developed design skills.

PHYSICAL DEVELOPMENT

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|------------|----------------|
| Judgement: | Generally Good |
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Children regularly engage in well planned outdoor play, allowing for a variety of specific skills to be practiced. Team games and target practice encourage all children to develop skillful manoeuvres when navigating round obstacles. Children handle tools safely, but are not given sufficient opportunities to practice small hand skills.

| CREATIVE DEVELOPMENT | |
|----------------------|---|
| Judgement: | Significant Weaknesses |
| | <p>Children can name colours correctly and are encouraged to describe texture. Children often have limited choice for their art work. The range of materials for their creative work is usually pre-chosen by staff, with limited input from themselves. Children enjoy singing and props are used to provide stimulus and aide learning. However they seldom listen to different types of music. Children use their imaginations well and reflect on first hand experiences.</p> |

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

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- improve staff's knowledge on the assessment, planning and implementation of the early learning goals through play, enabling children to benefit from a well balanced curriculum and achieve maximum learning potential
- improve planning and assessment systems; show clearly how activities are differentiated to allow for children's varying abilities. Ensure the system for recording children's achievements is effective in planning future activities which builds on children's previous learning
- use practical and spontaneous opportunities more effectively to promote greater independence, raise challenge for older and more able children and ensure children build on what they can already do
- provide more opportunities for children to express themselves and input their own ideas into creative work, developing problem solving and decision making.

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.