

Poppies Day Nursery

Inspection report for early years provision

Unique reference number EY409400
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Inspector Aileen Finan

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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

Poppies Day Nursery opened in 2008 and re-registered as a limited company in 2010. It is one of two nurseries run by the owners. It operates from a converted church in Marlow, Buckinghamshire and is open each weekday from 07.45 to 18.00, for 51 weeks of the year. Children have access to an enclosed outdoor play area.

The nursery is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 60 children may attend at any one time all of whom may be in the early years age group. There are currently 71 children on roll within the early years age group. A number of children with special educational needs and/or disabilities are currently supported. Children who speak English as an additional language are also supported.

There are 15 members of staff who work directly with the children. This includes two lunchtime staff. There are also three staff who are currently on maternity leave. Of the 15 staff employed 11 hold a relevant qualification; one is training for a further qualification, two are training for a qualification and one is about to start her training. A cook is also employed. The nursery is registered to provide wrap around care for school aged children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery is welcoming to children and their parents/carers. Effective arrangements for children's safety and health ensure they feel safe and secure and make good progress in their learning and development. The partnerships with parents/carers are good and therefore, parents feel involved in their children's care. The nursery has addressed the two recommendations set at the last inspection. They have a clear vision for the future to address minor weakness and enhance their practice further

What steps need to be taken to improve provision further?

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

- extend the opportunities for children to be curious, explore and investigate with a range of materials and objects
- enhance the planning for the outdoors so that children have more opportunities to learn through their play both indoors and outdoors
- improve the record of risk assessment to cover anything with which a child may come into contact with

The effectiveness of leadership and management of the early years provision

The leadership and management of the nursery are strong. There is a clear vision for the future. Staff work together well and are enthusiastic. They understand the high expectations communicated to them. Morale within the nursery is high. Children are safeguarded well. There are robust procedures in place to ensure the suitability of staff. Those who work with children understand their responsibilities. They demonstrate a high awareness of child protection and safeguarding issues and how to implement these procedures. Risk assessments are in place for the environment, outings and aspects relating to individual children. Staff also complete daily checks in a thorough manner. Whilst the risk assessments minimise the hazards and identify the risks to children, they are not extended in all aspects. For example, staff are aware of the hazards posed by pushchairs in the entrance hallway and take the appropriate steps to alleviate these but the documentation within the risk assessment does not cover this area. Recruitment, induction, appraisal and training procedures are robust. Policies in place are effective. Staff act upon these well. The policies are shared with parents. Registers detail children's daily attendance. Medication, accident and incident records and procedures are followed through appropriately. Fire evacuation practice is thorough and children practise leaving the building under a range of circumstances which allows staff to be more prepared and confident should they need to act in an emergency situation.

Staff within the nursery are deployed effectively. The nursery environment is conducive to helping children make strong progress in their learning and development in relation to their starting points. Space within the nursery is utilised well. Children can access resources easily. Children and parents are made to feel welcome and valued. Staff know children's backgrounds and needs. The nursery promotes equality of opportunity and has good processes in place to support children with special educational needs and/or disabilities and those children for whom English is a second language. Early identification processes are in place to help support children and their families when needed. The effectiveness of the partnerships with others is strong. Good relationships are in place to help children settle into feeder schools.

The nursery has identified its strengths and weaknesses and has evaluated how to improve their practice. For example, plans are in place to enhance outdoor play. The setting takes into account the views of children, parents and staff in evaluating their day to day care. They have already enhanced the social events so that parents are offered more opportunities for parents to be involved and learn more about the Early Years Foundation Stage framework on a more informal level.

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

Children make good progress in their learning and development. They have warm bonds with the staff who care for them and other children. Children are interested in a broad range of activities and can access resources which relate to all six areas of learning. An appropriate selection of toys are available for all the age groups. Opportunities are made for the age groups to mix and join one another. This enables children to see siblings and friends and to become familiar with all staff members. All children throughout the nursery have a key person. Staff knowledge of the Early Years Foundation Stage framework is strong. This knowledge is passed on to parents too through good feedback at the end of the day, through social events and more formal parent meetings. The parents of the children attending the setting praise the staff and acknowledge the understanding of their children's needs. Planning for activities in all age groups focuses on some structured play which is evaluated to inform future planning. In the main play is child led and sensitive observations on children's choices of play provide assessments as to each child's individual progression. These assessments enable staff to understand more about children's next steps and to challenge them further in their learning.

Children develop their skills for the future using a range of communication and literacy play. They are familiar with favourite stories. The Explorers act out the song of 'there was a princess long ago' and dress up to tell the story. Nursery children practise their nativity songs. Learning packages on the computer enable children to print off their pictures and develop their information technology skills with keyboard programmes to use the mouse and keys and learn the alphabet. Children learn to resolve minor issues by themselves as staff explain why an act may not be kind. Likewise children are encouraged to share and take turns. Children have started to show an interest in their wider world. Experiences for other areas of learning which encourage children to explore, investigate and observe are however, more limited. However, using guttering pipes outdoors children can explore how water travels from one tray to another using various sizes of pots and pans. Children enjoy art and craft. Various materials enable children to be creative. For example, children have enjoyed topics such as monsters, Halloween, autumn and spiders.

Children feel safe. They regularly practise fire drills and are reminded about safety within their environment both indoors and outdoors. For example, they understand about safe walking on the stairs and have a hand rail to hold on to at a level they can easily reach. The experienced cook provides nutritious and healthy meals. Children enjoy these and comment on the types of vegetables and fruit they eat for example, naming colours, textures and shapes as they discuss. Eating a variety of foods helps children to acquire a range of tastes as well as understanding what constitutes healthy eating. Children engage in a range of physical play indoors and outdoors. In particular they enjoy the large sandpit which has been created for them and use construction toys to build and play. Planning for free-flow play outdoors to create a seamless indoor-outdoor flow has recently been identified within the self evaluation of the setting. Planning for the outdoors is currently limited; however, there are many opportunities for children of all age groups to go

outdoors. Babies are wrapped up warmly and taken outside in their pushchairs and therefore, receive fresh air on a daily basis. Children are encouraged to be independent. They are reminded to wash hands after using the toilet and older children put on coats, hats and scarves before going outdoors. Older children serve themselves at mealtimes. Babies are happy. Staff support their needs appropriately and as a consequence they appear settled and happy. Parents of babies and toddlers receive daily report cards which detail their children's sleep, feeding, nappies and other important routines. Children behave well. They show respect for their surroundings, their friends and those who care for them. Festivals relating to other cultures are celebrated in accordance with the children who attend and the staff who support them. For example children enjoy activities relating to cultures including Chinese, French, Thai and Spanish.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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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