

# Poppy's Children's Nursery

Inspection report for early years provision

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**Unique reference number** EY279713  
**Inspection date** 25/02/2011  
**Inspector** Deborah Kerry

**Setting address** Fairfield Hill, Stowmarket, Suffolk, IP14 1NG

**Telephone number** 01449 614848

**Email**

**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

Poppy's Children's Day Care Nursery Limited opened in 1995. The present owners took over in April 2004. The nursery operates from one main room in a converted building in the town of Stowmarket in Suffolk. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

A maximum of 26 children may attend the nursery at any one time, all of whom may be on the Early Years Register. The nursery is open five days a week all year round. Sessions are from 7.30am until 6pm. There are currently 47 children aged from two to under five years on roll. The nursery provides funded early education for three- and four-year-olds. The nursery serves the town and surrounding local area and children attend for a variety of sessions. The group currently supports children with learning difficulties and/or disabilities. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The nursery employs seven members of staff. Of these six hold appropriate early years qualifications and one is working towards an appropriate qualification. The nursery receives support from the local authority and has obtained the Suffolk Quality assurance scheme.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development in the Early Years Foundation Stage is fully supported by staff. Through regular observations staff know children's individual needs well and most areas are included. The setting has good relationships with parents and seeks support and advice from other professionals and settings involved with the children to ensure that their individual needs can be met well. The nursery has established clear procedures for evaluating their good practice and has identified areas for improvement to benefit children's continued learning and development. However, procedures for staff to understand their role are not fully in place.

## What steps need to be taken to improve provision further?

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

- monitor planning and the observations and assessments on children to ensure equal emphasis is given to all six areas of learning
- ensure that induction procedures are provided for new staff to help them understand how the provision operates and their role within it.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is fully supported as all staff have a good understanding on safeguarding children and they are all fully aware of the necessary steps to take should they have any concerns about the welfare of a child. The nursery has clear policies and procedures in place for staff to follow and include local contact numbers, which are displayed so they are fully accessible. There are clear written risk assessments in place on all areas and equipment within the setting to ensure that children are effectively protected from any potential dangers. Staff undertake risk assessments before any outings to ensure that children remain safe when away from the setting and ensure that there is a record in place for all of these. Children learn about how to keep themselves safe through regular practice of the fire evacuation procedures.

Parents are kept fully informed about their child's learning and development through daily verbal feedback. Children's learning journey records are available for parents to view at any time. Parents regularly add comments about their child's interests and learning at home to their learning journeys. This ensures that they are fully involved with their child's learning. Parents are kept informed about the provision through the notice board in the entrance and regular newsletters. They have opportunities to share their child's achievements at home through the 'WOW' board in the entrance. This helps to keep staff informed about any developments and progress children make in their learning. The nursery holds parents' evenings so they can come in to view their child's learning journey and talk to staff about their child's progress. The nursery has established good links with other settings within the local area that children attend. Information on children's interests and learning are regular exchanged for continuity of children's care and learning.

The majority of staff hold or are working towards appropriate qualifications in early years which ensures children's learning and development is fully supported. All staff are involved with planning activities each week around the individual needs of their key children. The staff are fully supported by the owner in further training for their continued professional development. This ensures that outcomes for children continue to remain positive and help to further extend their knowledge. All staff members are included in reviewing and evaluating the nursery's practice through regular staff meetings. The nursery has a list on areas identified for improvement to benefit children's learning and development and to further improve the staff's current good practice. The nursery has in place a range of policies and procedures to support their good practice, which are in the process of being reviewed to ensure they remain up-to-date and reflect the nursery's practice. Parents are provided with annual questionnaires to gain their feedback on the nurseries practice and procedures. This knowledge is then used to make positive changes and to develop and improve staff practice further. Procedures for the induction of new staff are not fully in place. This may limit their understanding of their roles and responsibilities.

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

Children are provided with a variety of different foods for snacks and meals to promote their healthy development. Children's independences is promoted as snack is on a rolling plan, children select their own cups and food, pour their own drinks and clear away their plates. This allows children to make choices about what and when they eat to meet their own needs. All children are supported in developing a good understanding around personal hygiene, as they all know that they need to wash their hands before eating. Free access to the outside play area ensures that children are developing a good understanding on how to keep themselves healthy through regular exercise and fresh air. There has been a range of improvement to the outside area; there is a covered area so children can access the outside in all weathers, a raised bed for planting and an area created to promote wild flowers and a variety of insects. These help to develop children's understanding on their environment. Children are provided with a wide variety of different resources and equipment in the outside play area. This helps to promote their physical development well and their progress in all areas of their learning. For example, they use chalks to write and draw.

Staff undertake regular observations on children's individual interests and the next steps in their learning have been clearly identified. Staff ensure that children's learning journey records are regularly updated. Children's individual interests and learning needs are incorporated into the weekly plans to ensure that they are able to make progress in their learning. Plans show both adult- and child-initiated activities; these are evaluated to ensure that the learning outcomes have been achieved and include areas for next steps to support children's continued progress. Staff link the observation undertaken to the six areas of learning. However, children's records show that there are limited observations undertaken on problem solving, reasoning and numeracy so their progress in this area may not be maintained. There is a range of resources in place to help children learn about diversity and the beliefs of others. Children also participate in a range of activities around different cultural festivals throughout the year. This helps them to develop a positive understanding on people's differences, other cultures and their beliefs. Through tasting different foods and by undertaking regular outings within the local community, this further helps children to learn about the wider world and their local environment.

Children have opportunities to solve problems as they experiment with volume as they fill and empty containers during sand play. Children find their own name card at snack time and enjoy listening to stories read to them by staff. This supports their early reading skills and develops their understanding of literacy. Children confidently sound the initial letter of their name and say other words that begin with the same letter. This helps children to link sounds to letters to develop their early reading skills. Staff count with children when reading stories and children compare how many boys and girls there are which helps to support their problem solving skills. Children are provided with a range of resources to draw and write for a purpose as they write 'their shopping lists' during role play. This shows children are supported well to develop their dexterity and early writing skills.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met