

Poppies Day Nursery

Inspection report for early years provision

Unique reference number	EY409383
Inspection date	02/11/2010
Inspector	Carol Willett

Setting address	The Old Methodist Church, Furlong Road, Bourne End, Buckinghamshire, SL8 5AE
Telephone number	01628 521522
Email	poppiesdaynursery@fsmail.net
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Poppies Day Nursery Ltd, is a privately owned nursery. It originally registered as a nursery in 2006. It operates from rooms set over two floors in a converted church in Bourne End, Buckinghamshire. A maximum of 60 children aged under eight years may attend the nursery at any one time. Children have a choice of attending morning sessions, afternoon sessions or all day. There are currently 75 children on roll aged from under one year to the end of the early years age group. The provision is registered on the Early Years Register and on the compulsory part of the Childcare Register. The nursery is open every weekday from 8am to 6pm all year round. Additional opening hours can be provided through prior arrangements. The nursery is closed for all public holidays and the week between Christmas and the New Year. Children have access to an enclosed outdoor play area. The setting supports children who speak English as an additional language and children with special educational needs and/or disabilities. The setting employs 21 staff, of whom 12 hold a suitable childcare qualification and four are working towards a level 3 and 2 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled and they are warmly welcomed into the nursery where they enjoy their play and make good progress in their learning. Staff work well as a team and they are friendly and enthusiastic and they know each child, responding well to their individual needs. They develop extremely positive partnerships with parents, which ensure they provide an inclusive environment that meets the needs of the young children. Children play and learn in a very safe, clean, colourful and enabling environment where they develop high levels of confidence and independence. Documentation produced for the safe management of the provision is mostly maintained effectively. Self-evaluation is an integral part of staff practice and provides an overview of what the nursery does well and what needs to improve to further enhance the outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the record of risk assessment clearly states by whom it was carried out (Documentation). 19/11/2010

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

- improve assessment procedures for children's achievements in order to plan

- effectively so children make maximum progress
- improve monitoring systems to ensure needs of children are met; including systems for monitoring staff attendance registers and updating policies with current information.

The effectiveness of leadership and management of the early years provision

Children's safety and well-being has a high priority at the nursery. Staff are extremely confident in their knowledge of child protection procedures and how to safeguard the children should they have a concern. Risk assessments records are completed for indoors, outdoors and outings and highly effective daily checking procedures ensure risks and potential hazards to children are minimised. However, records do not always identify who has completed the risk assessment as required in the Early Years Foundation Stage. The nursery has very effective vetting and induction procedures and criminal bureau checks are updated so children's safety is extremely well promoted. Annual appraisals assess ongoing suitability and identify staff training and development need. Security is very good with effective systems to monitor visitors.

The owners and nursery manager have a clear vision and passion for early years work. Staff are committed to updating their knowledge through further higher level training. They work well as a team and feel well supported by the managers. They have regular staff meetings to share practice issues and discuss children's needs and plan for their development. The nursery has completed a self- evaluation document and this is used to inform them of their strengths and some areas for improvement. For example, the outdoor area has been recently developed to enhance they play and learning for the children. Staff in each base room do monthly evaluations in order to identity what needs to change to improve outcomes for children. Parents are encouraged to contribute through questionnaires and older preschool children share their ideas during children's council meetings.

Staff at the nursery are caring and enthusiastic and the key person systems enable them to have a clear understanding of the children in their care. Staff develop successful links with families prior to children starting at the nursery and there are flexible settling in procedures. This enables staff to understand children's needs and routines and ensures the children settle quickly. There is a good 'two-way flow of information' about children's individual needs and learning, in order to promote children's continuity of care. Children's individual details are recorded and all records remain confidential at all times.

Partnerships with parents are excellent and they are kept very well informed about all aspects of the nursery. Parents' comments about the provision are extremely positive both during discussion and through a parents' questionnaire. Parents are very happy with the care their children receive and comment enthusiastically about how happy and settled their children are in the nursery. They feel well supported when children have age- related difficulties in their behaviour, for example. Parents value the opportunity to meet with others on social occasions such as at the

summer picnic. Parents have open access to their children's developmental records and children's progress is shared at planned feedback meetings. Useful information is displayed on notice boards throughout the nursery and parents receive regular newsletters to update them. A digital photo frame in the entrance hall enables them to see their children enjoying their play.

Documentation is well organised and is generally used effectively in practice so children's welfare is fully safeguarded. Children's registers, medication, accident and incident documentation and parental written consents are all maintained consistently. Management monitoring systems are not fully effective as staff attendance is recorded but sometimes staff do not follow the nursery procedures as they do not always sign in the room registers. A comprehensive range of policies are in place and are shared with parents. Staff all receive copies of the policies and they are reviewed at staff meetings. However, they are not always updated effectively as some include old information, for example, of the named special educational needs coordinator and contact number for the regulator. The nursery has a good understanding of working with other agencies and is beginning to establish links with other settings children attend. Parents and other family members are invited to join the nursery on fun days such as 'Proms in the Garden'.

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

Children make good progress in their learning and development as staff know them well. They are all happy and busily occupied throughout the day as staff are kind, caring and attentive. The child-friendly and welcoming playrooms are organised to cover ensure all six areas of learning are covered and children can freely select their play resources. Staff are generally confident in their understanding of children's development and the links to the Early Years Foundation Stage. Planning is linked to the early learning goals and is adapted and organised by the key person to suit the needs of the individual children. Staff in each room work effectively as teams, as they share their observations and knowledge and make notes for further extension of learning. The children's development records contain observations and photographs of the children. However, development records are not all updated regularly with the observations so staff do not always have an accurate picture of where children are at in their development so they can make the maximum progress. Most staff are confident in how group observations and evaluations can be used to further extending learning. Staff arrange the play rooms so children have access to a wide range of resources and activities both indoors and outdoors. Children are enthusiastic learners and are active in their own development.

Children play happily throughout the day and they develop close warm relationships with the staff. They respond with interest to all adults who come into the nursery demonstrating they feel safe and secure and trust in the adults who care for them. Older children play well with their friends developing role play scenarios as pirates, for example and sharing resources during craft activities. Children behave well. They understand the importance of taking turns and

supporting each other. Staff are good role models treating children with care and respect. Children learn good skills for the future as they have access to a range of IT resources and older children competently use the computer. The nursery follows the 'Every Child a Talker' program. Children show very good self-confidence in their communication with each other and adults. They enjoy singing, matching actions and words as they excitedly sing 'the wheels on the bus'. Children have good opportunities for mark making as they use a variety of writing implements with developing skills. Staff develop children's awareness of diversity through looking at festivals and celebrations from other cultures such as Diwali and Yom Kippur. Children find out about their local community through visit to the library, park and garden centre. Craft activities are linked to cultural festivals and include making firework pictures with glue and glitter and pumpkins pictures for Halloween. Displays of children's own art work encourage their pride and self esteem. Children's numeracy skills are developing well as they complete puzzles and participate in sequencing and matching games; they count the stairs as they go up and down and use construction resources and building blocks. Babies are provided with lots of cuddles, play and support. Staff sit and talk to them, imitate their vocalisations and encourage their investigative skills. They enjoy exploring sensory materials including plastic bottles filled with a variety of materials such as rice and glitter in water. Over two's feel secure and happy in the child-friendly environment, with staff giving them good support and guidance. They demonstrate confidence as they eagerly take part in a singing session as they practise for Christmas, excitedly learning actions as they sing.

Children's health and well being is very effectively promoted as they play in a clean well maintained nursery. They take part in an enjoyable range of physical activities and experiences indoors and daily access to outdoor play helps children develop physical skills and stay healthy. Staff implement thorough health and hygiene procedures as part of the daily routines where children learn to care for themselves. Older children independently use the toilet where staff and posters remind them to wash their hands. They choose their own snack from the cut up fruit and pour themselves a drink at snack time. Tables are wiped with antibacterial spray and hand gel is used by staff to minimise cross-infection after wiping noses. Staff follow hygienic nappy changing routines to minimise cross contamination. Sleeping babies have their own bedding and are regularly checked. Allergies and dietary needs are fully discussed with parents and fully accommodated to promote children's good health. Children enjoy very healthy nutritious meals that are freshly cooked on site using good quality ingredients. Children eat as much as they want to satisfy their appetites and older children are able to serve themselves. They pour their own drinks and show care as they help others on their table. Children's manners and social skills develop well as staff gently encourage them to think about their friends who may also want some more. Children learn to keep themselves and others safe because the staff act as good role models and give gentle reminders of safe practice in the event that children compromise their safety. They also regularly practise fire drills so as to become familiar with emergency evacuation procedures.

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	1
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	1

The quality of the provision in the Early Years Foundation Stage

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

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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Met