

# Mary Poppins Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	118620
<b>Inspection date</b>	08/04/2011
<b>Inspector</b>	Marilyn Peacock
<b>Setting address</b>	162 Crow Lane, Romford, Essex, RM7 0ES
<b>Telephone number</b>	01708 722800
<b>Email</b>	
<b>Type of setting</b>	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

Mary Poppins Day Nursery was registered in 2000 and operates from purpose built premises, in Romford, in the London borough of Havering. All children share access to a secure enclosed outdoor play spaces.

The nursery is open each weekday from 8.00 am to 6.00 pm throughout the year, and is registered on the Early Years register to provide care for no more than 44 children under 8 years; of these, not more than 44 may be in the early years age group, and of these, not more than 18 may be under 2 years at any one time. The nursery is also registered on the compulsory part of the Childcare Register. There are currently 61 children aged from birth to under five years on roll.

The nursery employs seven members of staff who work directly with the children. All of whom hold appropriate early years qualifications. There are also 2 members of bank staff to cover holidays and emergencies who also hold recognised early years qualifications.

The nursery has recently been awarded the quality mark for early years from the Basic Skills Agency.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children receive a warm welcome and settle well with the support of the enthusiastic staff team. A good range of stimulating activities and experiences are provided each day and all children are making good progress on their individual learning journeys. A strong commitment to continual improvement by the management team has had a significant impact on the services provided for children and families. Self evaluation and reflective practice is built into all aspects of the provision and has resulted in a happy and comfortable environment where all children achieve well in all five outcomes.

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

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

- make sure all aspects of the provision are included in the risk assessment. In this case, building work being carried out by the company next door
- make sure all parents have given written consent to seek emergency medical advice or treatment
- encourage children to experiment with writing for themselves through mark making, personal writing symbols and conventional script.

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

Arrangements for safeguarding children are very effective. Managers take care to ensure the suitability of all those working with the children. The site is secure, evacuation plans are in place, possible risks in each day's activities are assessed in advance, and apart from one small omission records and registers are accurately maintained. However, building works being carried out next door, which overlooks the outside play area, have not yet been included in the risk assessment. Space and resources are well organised allowing children to move around freely and safely. Staff are well deployed therefore are able to respond to children's needs effectively. Recent changes to playrooms and the introduction of a free flow environment into the garden have been successful in developing children's independence and confidence even further.

Team meetings are used successfully to ensure all staff have a clear understanding of policies and procedures that underpin the daily running of the nursery. Any further training needs are identified at the regular one to one meetings and annual appraisal. Peer observations and observation by the management team also identify any weakness and commends staff strengths and developing skills. These observations are also used to identify how the rooms work and areas for future improvement. This information along with recommendations from parents and comments from children all contribute to the successful evaluation of the provision provided and promotes continuous improvement.

Parents are happy with the care and education provided. They talk confidently about their child's relationship with the staff and the progress they have made since starting at the nursery. Parents contribute to the running of the nursery by making suggestions and helping out at times of celebration. The recent refurbishment of the garden and outside play space was made possible by the support of parents and staff who gave up their time to paint walls and build garden features. For example, the small water feature which the children are excitedly planning for by choosing plants and decorations. Staff work closely with parents, good use is made of the Key Worker scheme to ensure parents have a single point of contact with the setting, and a staff member with particularly close knowledge of their child. The partnership with others involved in the promotion of children's health and welfare is growing. Good use is made of the support of the Early Years Development Worker and the Area Special Needs coordinator to enable children to make good progress towards the Every Child Matters outcomes.

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

Effective systems to observe and monitor children's progress along with detailed records of development mean that children's progress on their learning journey is assured. Children's ideas are shared regularly and help the staff plan activities which

the children are interested in consequently children are motivated to learn and concentrate well. Children are inquisitive learners. They confidently investigate their surroundings, trying out new experiences and practicing their favourites time and time again. They laugh as they paint the garden walls and find 'hidden treasure' in the sand pit. They have long discussions with staff about their favourite things, sharing their experiences from home and recollecting what happened when they took the nursery bear home or to visit relatives. Staff encourage them to use mathematical language as they play. They solve simple problems together, for example: working out how many strawberry plants will fit in the grow bag. Staff use some good questions which encourage children to express their ideas as they play. They act out familiar stories and talk about emotions and feelings using pictures and posters. The youngest children enjoy spending time with the older children who act as role models at mealtimes. In the garden they confidently crawl around laughing at their reflection in the mirror or snuggling up with staff on the cushions to listen to a story. Staff help children understand about growth and change through practical experiences recently children have watched chicks hatch from eggs in the incubator and now enjoy handling them carefully under the watchful eye of the staff. They know they need to wash their hands and wear aprons and know only three children can touch the chicks at any one time. All the chicks are marked with different colours so children can recognise them easily and have their own names which the children have given them. Children recognise their own names and self register in the morning using name cards. They illustrate their ideas and experiences in paint and creative materials. However, children are not routinely encouraged to mark make their names, familiar letters or symbols during everyday activities. Children can enjoy the outdoor play space whatever the weather in the rain and snow puddle suits and wellingtons protect them from the elements and in the sun, sunhats and sun cream protect children from the suns rays.

Healthy eating is encouraged and children can help themselves to drinks and snacks of fresh fruit through out the sessions. Healthy home cooked meals are provided at lunch time, cooked freshly each day in the nursery kitchen. All children serve themselves and all eat well having seconds of their favourite sponge and custard. A good staff ratio means there are always adults close to children as they play, providing encouragement, praise and the occasional sympathetic hug. Children behave very well, and staff give high priority to ensuring their welfare needs are always met. Children learn about different cultures as they take part in activities such as cooking, dressing up and reading a variety of books from around the world with the help of staff and parents. Children and staff are learning Makaton and sign language to help promote an even more inclusive environment. Books and poster are displayed in various community languages. Staff learn key words in children first language if it is not English and parents help with translation so that everyone is included.

## 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