

Poppies Daycare Nursery Ltd

Inspection report for early years provision

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Inspection date	20/04/2011
Inspector	Marilyn Joy

Setting address	Aspire Business Centre, Ordnance Road, Tidworth, Wiltshire, SP9 7QD
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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*.

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Description of the setting

Poppies Daycare Nursery is an independently owned nursery that re-registered as a limited company in 2007, after 11 years in Tidworth as part of the Aspire Business Centre. The setting operates from purpose built, self-contained premises attached to the centre. There is an enclosed outside play area.

The nursery is registered on the Early Years Register to care for a maximum of 68 children and there are currently 87 children attending in this age group. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. It receives funding for the provision of free early education to children aged three and four years. It is open each weekday throughout the year from 7.30am until 5.30pm. Children attend the nursery mainly from the local garrison town and surrounding villages.

The nursery employs 21 full and part-time members of staff to work with the children, of these, 20 hold appropriate early years qualifications, one is working towards a qualification and one has Early Years Professional Status..

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery offers an extremely well-resourced and stimulating environment where children become motivated independent learners who develop well in the nurturing atmosphere offered. Highly effective partnerships with parents and a strong ethos of valuing each child's individuality significantly contributes towards children feeling confident and making good progress overall in all aspects of their learning. Strong management successfully inspires the staff team to work towards meeting and sustaining standards that are at least good in all respects with some significant strengths. The nursery has addressed all issues from the previous inspection and, coupled with a largely accurate diagnosis of its strengths and most weaknesses,, it is well placed to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- review arrangements for identifying and recording children's next steps for learning so that when there are staff changes or children move groups continuity is consistently maintained in promoting their progression
- review daily routines to ensure healthy practices are consistently followed, in particular with regard to blowing noses and serving snacks.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded within the nursery. A review of procedures and practices, as well as ensuring all staff have attended relevant training, has resulted in understanding of child protection issues and the action to be taken if they have concerns about a child in their care. Robust recruitment, induction and employment procedures help ensure staff have a clear understanding of their roles and responsibilities. Generally, daily routines are of a high standard but a lack of consistency around implementation of hygiene routines, has the potential to impact on children's good health. All the required documentation is in place and well-organised, which means staff have the necessary information to meet children's individual health and welfare needs. Risk assessments and daily checks contribute well towards the safety and security of the premises, so potential risks to children are minimised.

The nursery is organised exceptionally well to provide a vibrant atmosphere which is conducive to learning and safety. Superb displays of children's work decorate the walls and hang from the ceiling. Outcomes are clearly attributed to the excellent use of resources and the dedication of an effective staff team who work well together. The enthusiasm and extremely high expectations of management and staff is mirrored in the enthusiasm with which children engage in learning. All recommendations raised at the last inspection have been fully met. There are comprehensive plans to secure continual improvement through the ongoing professional development of staff and well-targeted action plans. Good self-evaluation processes secure the views of parents, staff and children, as well as feedback from local authority advisors. Effective actions are taken to address issues raised. For example, timings of parent meetings are adjusted to meet the needs of working parents and learning opportunities increased in the garden. However, monitoring systems are not fully effective in indentifying all weaknesses, such as around hygiene routines. Overall good arrangements are in place for assessing and planning for children's progression. However, in this large nursery, the periods of transition, such as when there are staff changes or when children move through the age groups, are not handled so well. Handover arrangements between staff and written records are not sufficiently robust to ensure a continuum of learning, so slowing progress at such times.

This highly inclusive setting celebrates diversity, welcoming and supporting all families so that they are fully included. Those that speak English as an additional language are helped through translation of written information about the setting and staff learn key words of children's home language to aid communication. Those with special educational needs and/or disabilities receive excellent support. Excellent working relationships are established with other agencies that children are involved in which means they can be effectively supported and their care and learning tailored to suit their individual needs. Clear links are established with the schools they are due to attend which helps to achieve a smooth transition when they transfer. Initial steps have been taken to liaise with other settings children currently attend. A high priority is given to forging excellent partnerships with parents. They are extremely well-informed and heavily involved in all aspects of their child's care and learning. Their views and preferences are given paramount consideration which is clearly evident in the inclusive nature of the nursery.

Communication at all levels is highly successful and staff effectively ensure all children are well integrated. Parents comment on how much their children enjoy coming to the nursery, the varied experiences they participate in and the progress they are making. They value the flexible arrangements for meeting with their child's key person and viewing their records so that individual circumstances are accommodated, particularly when they are deployed away. Parents spoken to during the inspection said they are able to work because they are completely confident with the care their children receive.

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

Children make good progress in children's learning overall and significant gains in some areas of learning. This is because staff get to know them extremely well and are very effective in promoting their communication, numeracy and development in information and communication skills. Staff seamlessly introduce counting into practical and everyday activities as well as those that are planned. Babies are introduced to simple counting when building a tower of bricks while older children engage in more complex problem solving and numeral recognition when enthusiastically singing 'Five currant buns'. Learning is actively reinforced and eagerly repeated because children enjoy using props and acting out the rhyme. Children thoroughly enjoy circle time which is used very well to introduce awareness of sounds, letters and counting in an enjoyable way. They become confident speakers and eagerly express themselves. Those less confident are given the support they need to help them communicate with others. Staff are enthusiastically involved in children's activities and through relaxed conversations expertly extend all children's language and learning. Home-languages and cultural practices are valued and incorporated within the daily life of the nursery. Children enjoy challenging experiences that respond to their interests as well as being tailored towards promoting their progression. Trips to the theatre or around the local area as well as dedicated music and movement sessions extend children's experiences. Babies make shapes in the flour tray while toddlers eagerly use water to paint the garden or mix water and sand to make patterns as they roll the cars in the tray. Older children have a castle with water in the moat and shells for scooping up the sand to fill different sized jars with lids they can screw on. The science table has posters, puzzles and reference books linked to the lifecycle of the frog so that they can monitor the growth of the tadpoles safely positioned in the garden. Playrooms are imaginatively organised so that children are keen to explore, make choices and become increasingly independent learners as they select resources for themselves. All areas of learning are easily encouraged because there are ample opportunities for children to be creative and express themselves freely, enjoy books and stories and develop competence in using a wide range of different tools and materials. Activities help them make sense of the world around them and develop the skills they need for future learning. Observations provide clear evidence of children's achievements and are used to track their progression and identify their next steps for learning. This system of observation, analysis and planning is generally continuous except during times when children change rooms.

A healthy lifestyle is actively promoted through a good variety of nutritious and freshly prepared meals and snacks; daily fresh air and physical play. Challenging small and large equipment means children can gain control over their bodies as they explore the climbing apparatus; manoeuvre the pushchairs around the garden or manage to stand as they pull themselves up on a log. Children understand the importance of following good personal hygiene habits and confidently explain why they need to wash their hands. Generally staff follow effective hygiene routines when organising nappy changing and preparing for meals. However, they are not always vigilant in helping children to wipe their noses or use utensils when serving snacks. Snack and meal times are extremely sociable occasions where children can spend time chatting to their friends and enjoying their food. These occasions offer excellent opportunities for children to develop their independence. Toddlers are learning to carefully pour their own drinks because milk is placed in a small jug which is easy for them to manage. Children display a strong sense of security and belonging within the setting. They are confident, settle well and develop excellent relationships with staff and their peers. Behaviour is exemplary because they have clear boundaries and guidance. They know what is expected of them and older children in particular explain what they need to do to stay safe. Well-organised routines overall help babies and young children to gain confidence and feel ready to move away from staff and explore. Children flourish because of the nurturing environment they are in.

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	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
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
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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	1
The extent to which children develop skills for the future	2

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