

Poppets Children's Day Nursery

Inspection report for early years provision

Unique reference number	EY317086
Inspection date	12/05/2011
Inspector	Nora Waugh

Setting address	Park End Primary School, Overdale Road, Middlesbrough, Cleveland, TS3 0AA
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Telephone number	01642 314 363
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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

Poppets Children's Day Nursery is one of nine nurseries run by the Nunthorpe Nurseries Group. It registered in January 2006 and operates from three rooms in a purpose-built setting in the grounds of Park End Primary School in Middlesbrough. The children also have access to a secure outdoor play area. The setting serves both the local and wider communities. A maximum of 51 children aged under eight years may attend at any one time. The setting takes children from six weeks of age. There are currently 84 children on roll. Of these 82 are under eight years and of these 71 are within the early years age range. The setting provides funded early education places for two, three and four year olds. The setting is open each weekday from 7.45am to 6pm all year round, with the exception of public holidays. As well as full day care the provision offers sessional care for children from 9am to 11.30am and again from 12.45pm to 3.15pm. Out of school care is also offered from 7.45am to 8.55am and from 3pm until 6pm during term time, and from 7.45am to 6pm during school holidays. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 10 members of staff including the manager who work directly with the children, six of whom are part-time. All of the staff hold appropriate early years qualifications. Of these four are qualified to level two, four to level three, one to level four and one to level five. The nursery receives support from the local authority and is part of the onsite Children's Centre.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are warmly welcomed at Poppets Children's Day Nursery. They are happy, settled and have a good variety of activities both indoors and out to help them play and learn. This is an inclusive setting where children's individual needs are met well by caring practitioners. Good planning and generally good observation and assessment underpins this throughout the nursery with both having recently improved significantly. Helping children stay healthy is a major strength of the setting. Issues identified at the last inspection have been effectively addressed and the whole team work hard to improve provision, giving the nursery a good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- extend observations to further develop practitioner's understanding of children's development and interests.

The effectiveness of leadership and management of the early years provision

All aspects of safeguarding are secure and much thought goes into making them as effective as possible. A wide range of policies and procedures are in place, implemented well and reviewed regularly. Thorough checks are made of staff suitability to work with children. Child protection issues are well understood and staff training is regularly updated. All necessary parental consents are requested. Very effective strategies are used to keep safeguarding at the forefront of practitioners' thinking including an annual questionnaire and discussion as part of appraisal. Risk assessments are very good.

Staff are well organised and friendly. Relationships throughout are good and this contributes to children being happy and secure. This was clear from the total absence of tears or upset throughout the session. Children have identified key workers. The environment is clean, tidy and well organised to meet the needs of all three groups. Practitioners are suitably qualified and the required ratios easily met. There is a good commitment to improving qualifications further. Self-evaluation involves staff, parents and carers and is comprehensive and accurate in its judgements. Local authority support has been used well to improve provision.

All children are valued and included in activities. Support for children accessing funded places for two year olds is sensitive and understands their emotional needs. Partnerships with the Children's Centre with which they share the building and with local schools are good. Relationships with parents, carers and other professionals are good, which is particularly beneficial for children with special educational needs and/or disabilities and those who speak English as an additional language. Practitioners all obviously enjoy being with children. Parents and carers are welcomed, kept well informed and are full of praise for the nursery. Transition to school is made as smooth as possible by a series of visits and sharing information and ways of working.

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

All rooms in the setting are clean, light and well maintained. Rooms for twos to fives are sorted into well-resourced activity areas so children can select what they wish to play with. The pre-school room includes a separate creative area, where children can express themselves freely through different mediums. The baby room is bright, spacious and includes a restful sleep area. Popular and high quality book corners are a feature of the nursery, where children can look at books independently and with others. All three rooms have direct access to the outdoors. The baby garden is currently being developed further while the pre-school area has benefitted enormously from recent staff training and additional resources to extend imaginative and open ended play outdoors.

Staff support children's learning well. Planning links well to the Early Years

Foundation Stage framework and includes room to annotate with observations and ways of developing learning further. All areas of learning are well provided for with an appropriate emphasis on children's personal development and language skills. All children have detailed portfolios with information from home, an album of photographs and regular learning overviews. These are supported by information, which show that practitioners know children well and the progress they are making. Systems for observing children are usually effective. However, occasionally they do not include information about children's approach to learning, which impacts slightly on staff furthering their knowledge of individual children's development and interests. Local authority summative assessment is completed to support transition to local schools.

Children's behaviour is very good and everyone gets on well together. Provision to encourage healthy lifestyles is outstanding. Children show an excellent understanding of healthy eating and make healthy choices when serving themselves freshly cooked meals. These are served at attractively set tables, including in the baby room. Adults sit with children, chatting and helping them to use cutlery appropriately. Yoga sessions add to the excellent opportunities for physical play outdoors. All children are aware of how to stay safe and help each other, for example, a child was seen conscientiously mopping up water enabling her friends to continue to play. Children are encouraged to be confident, independent and to make choices about what they do. The focus on language, personal skills and learning about the wider world equips children well for the future.

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	1
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