

Popcorn Nursery

Inspection report for early years provision

Unique reference number	135366
Inspection date	24/10/2011
Inspector	Emma Power

Setting address	Popcorn Nursery, Woodlands, Grovelands Priory Hospital Grounds, LONDON, N14 6QY
Telephone number	020 8882 0734
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Type of setting	Childcare - Non-Domestic

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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

Popcorn Nursery is a privately run nursery which opened in 1991. It operates from a club house in the grounds of Priory Hospital in Southgate in the London Borough of Enfield. The nursery is registered on the Early Years Register to care for a maximum of 30 children at any one time. There are currently 31 children aged from two to under five years on roll. The nursery is open each weekday from 8pm to 4pm for 46 weeks of the year. All children share access to a secure enclosed outdoor play area. The nursery receives funding to provide free early education for children aged three and four years. Children mostly attend from the local area. The nursery supports children who are learning English as an additional language. It employs seven members of staff, six of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a welcoming, inclusive environment to which children make a significant contribution themselves. A committed staff team work effectively with parents, carers and external agencies to support children's development. Children make good progress in their learning through stimulating play activities and staff generally monitor their development well. Staff safeguard children's welfare through the effective use of most policies and procedures. The nursery team continually evaluates the provision and shows a strong ability to sustain continuous improvement. The team has successfully implemented recommendations from the previous inspection.

What steps need to be taken to improve provision further?

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

- review the safeguarding policy to include clear guidance on the procedure to be followed in the event of an allegation being made against a member of staff.
- 15/11/2011

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

- establish consistent use of systems to observe and assess children's progress.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are effective as staff are fully aware of their responsibilities and show a strong commitment to protecting children's welfare. Robust recruitment and employment procedures are in place to check that staff are suitable to work with children. Staff complete thorough daily risk assessments and consistently check all areas of the nursery to promote the safety of children. Staff understand and implement policies and procedures effectively and review them regularly. However, the safeguarding policy does not meet a specific legal requirement as it does not clearly explain what to do in the event of an allegation against a member of staff. In practice, this has little impact on children's welfare as staff know their responsibilities in this situation.

The dedicated staff team shows a strong commitment to improving outcomes for all children. Effective strategies are in place to evaluate what the nursery provides. The nursery team asks parents their views before making changes. Observations by staff of children's play successfully inform future decisions. The nursery has clear plans for continuous improvement, such as changes to the outside area. Staff are keen to engage in training and to share ideas that will continue to secure improvements.

The nursery actively promotes equality and diversity. Staff provide an inclusive environment by successfully supporting children's individual needs. The nursery works well with parents to gain a good knowledge of children's backgrounds. Staff effectively support children who are learning English as an additional language by using words and phrases from their home languages. The nursery provides a wide range of resources to reflect a multicultural society, such as dressing-up clothes, books and puzzles. Displays welcome children and parents in a variety of languages. Children learn about the world around them effectively by learning about a range of cultural festivals.

The nursery has a good range of high-quality resources which are easily accessible to children. Staff plan effectively and use resources enthusiastically and imaginatively. The nursery deploys staff well and effectively uses a rota system to organise responsibilities.

The nursery communicates effectively with parents and carers through regular newsletters. Staff regularly talk to parents when they drop off or collect their children. Colourful displays and pictures provide information about children's activities. Staff support all groups of parents by inviting them into the nursery and offering support, such as completing registration forms. Staff consistently encourage parents to support their children's learning. For example, children bring home books from nursery to share with parents. Parents speak highly of the nursery and remark how much their children enjoy attending. The nursery shows a strong commitment to working with other professionals. For example, staff regularly attend relevant local meetings and work closely with their early years advisor. The nursery has good relationships with schools to ensure a smooth transition when children leave, which successfully promotes children's achievements and well-being.

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

Children are happy and settle quickly in the stimulating environment. They are able to move around freely and choose what they would like to play with. They make good progress in all areas of learning as staff effectively plan activities which embrace their interests. Children benefit from the broadly effective systems to observe and assess their achievements. However, not all staff use these systems consistently so there are some variations in how well they monitor children's individual progress.

Children effectively secure the skills they need for future learning. They successfully develop early mathematical skills by building towers in the construction area and learning about shapes in the environment. They learn to count with effective support from staff. For example, they sing songs about 'five little ducks' and work out if there is enough fruit at snack time for the children present. They successfully develop early writing skills as they have access to a wide range of stimulating resources, such as notebooks, envelopes and chalks. They use these effectively and with purpose, such as writing letters to each other. They enjoy learning about the world around them through interesting activities, such as planting pots with bulbs, following programmes on a computer and playing with telephones in the office area. Displays covering the nursery walls show children's extensive creative work. Children refer to these as they play and recognise their names on their pictures.

Behaviour in the nursery is exemplary and staff communicate their expectations with gentle reminders and praise. Children show a very strong sense of belonging as staff place a high value on their individuality. Children who are learning English as an additional language are able to confidently interact in the language of their choice. Even children attending their first day in the nursery settle exceptionally well. Children show great care for each other, sharing resources freely and respecting each other's belongings. They demonstrate an excellent responsibility for their nursery environment by tidying away toys without prompts from staff. Children feel safe and demonstrate a clear understanding of safety. They talk about danger in their play, warning each other about how hot an imaginary cup of coffee is. They know how to use tools safely, such as passing scissors carefully to each other without the need for staff prompts. They benefit from the use of clear routines to help them feel secure and from staff reminders of how to remain safe. Children show a good awareness of a healthy lifestyle. They actively engage in effective hygiene routines, such as washing their hands and blowing their noses on tissues. They talk about the importance of washing dirt off their hands and they are fully aware to put used tissues in the bin. Children engage in a wide range of physical activities. For example they ride bikes and cars around the garden path, carefully negotiating children coming the other way. They enjoy a healthy packed lunch as staff effectively support parents to provide nutritious food. Lunchtime provides a good social experience for children as staff join them at the table and encourage them to talk about healthy eating.

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	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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Annex B: the Childcare Register

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