

Poppy's Day Nursery

Inspection report for early years provision

Unique reference number EY408858
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Inspector Carly Reigler

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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

Poppy's Day Nursery opened in 2010 and operates from the ground floor of a converted shop in Staplehurst, Kent. Children have access to an enclosed outdoor play area. The nursery is open each week day from 7.30am to 6.30pm for 50 weeks of the year. The nursery is registered on the Early Years Register and the compulsory parts of the Childcare Register. A maximum of 12 children may attend the nursery at any one time, in the early years age group. Currently, there are 28 children on roll aged from 0 years to 2 years. Children aged three and four years are funded for free early education. The setting supports children with special educational needs and/or disabilities. Children come from the local and wider community. The nursery employs four staff, all of whom hold appropriate early years qualifications. The nursery receives support and advice from local authority early years professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are fully met and as a result they demonstrate high levels of confidence, have an excellent sense of security and respond exceptionally well to staff. Behaviour is exemplary and children demonstrate a developing awareness of responsibility within the setting. The setting constantly strives for improvement and demonstrates a strong capacity to maintain current good practice. Children's welfare is promoted effectively. They make good progress overall in their learning and development, using generally well-arranged play environments. All partnerships are well established and support staff in meeting children's needs effectively.

What steps need to be taken to improve provision further?

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

- develop further use of the outdoor provision to extend children's enjoyment and achievement by offering all required areas of learning there
- review the format of assessment and planning to further include parental involvement, in order to strengthen links between home and the setting.

The effectiveness of leadership and management of the early years provision

The setting staff have a solid understanding of safeguarding procedures which help ensure that children are protected. Staff do not allow visitors into the setting without checking their identity and signing in. The management's safeguarding responsibilities are upheld by ensuring that staff are well qualified, and are trained

in paediatric first aid. Vetting procedures are robust. Staff are very well-deployed throughout the session to support the needs of all children. Practices and procedures are reviewed and discussed by the setting as a team and as a result the effectiveness of policies is regularly monitored and evaluated.

Parents are highly complimentary about the setting. Effective two-way communication ensures continuity of care for children. A key person system is in place that is flexible and mindful of children's needs and preferences. Staff share their observations of children's learning regularly with parents, but do not fully encourage parental input into this system. The staff team demonstrates commitment to the service provided making improvements to the quality of the provision. Both the manager and staff seek support and advice from local authority advisers to further evaluate and improve their practice, thereby improving the outcomes for children's learning and development.

The setting meets children's individual needs because partnerships with parents and outside professionals are well developed. Children with additional needs make good progress in their learning and development because they are encouraged to undertake challenge in their activities. Children are given individual care and attention. For example, staff are gentle and they smile and chatter to the children when nappy changing, which promotes the children's self-esteem, confidence and growing ability to communicate. Staff take account of the children attending daily and get relevant resources ready beforehand. As a result, they ensure that provision is tailor made for the children attending, with resources used effectively.

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

Children are reminded to be careful and to take their time as they develop their mobility. This encourages them to understand dangers and how to keep themselves safe. They have an excellent sense of security because routines focus on the individual needs of each child. On arriving at the setting, the children are keen to play and they settle immediately, demonstrating high levels of trust in the adults caring for them.

The staff provide children with opportunities to help them make good progress across all areas of learning and development. The children respond well to stories, rhymes and songs by clapping and smiling, and consequently they begin to develop their communication skills effectively. Children build up towers of blocks, developing their understanding of spatial awareness, balance and numbers well. They play with age appropriate puzzles and games, which help them to learn how to match and sort. They watch each other and staff carefully, enjoying each other's company and enhancing social skills. This supports the children in feeling self-assured and confident, and fosters their curiosity and interest, thereby developing useful skills for their future lives.

The children make good progress in their learning, for example by pushing and pulling toys, pressing buttons and investigating how things work. They are

beginning to find their voices, imitating and responding to adults who routinely use facial expression, signing and verbal communication. Children make frequent choices and are keen to participate in activities. Although the garden area is not fully developed, the children enjoy physical play and their interest and curiosity in the natural environment is nurtured. Regular walks and visits into the local community help the children develop an understanding of the world around them.

Staff have a good knowledge of the Early Years Foundation Stage. They wait for an appropriate time to intervene in children's play, ensuring that their learning is not interrupted. Observations of each of the children are used to inform planning of activities and opportunities effectively. The children behave exceedingly well at all times. They demonstrate extremely high levels of self-esteem and confidence ably helping themselves to resources, forming exceptional relationships with adults and negotiating between themselves.

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