

Mary Poppins Day Nursery

Inspection report for early years provision

Unique reference number 206117
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Inspector Janice Hughes

Setting address Mary Poppins Day Nursery, 30 Chain Lane, Mickleover,
Derby, Derbyshire, DE3 9AJ

Telephone number 01332 510808

Email

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

Mary Poppins Day Nursery opened in 1990 and is situated in a residential area on the outskirts of the city of Derby. The nursery is housed in a large detached property, which has been converted to provide a baby unit and several activity rooms over two floors. There is a fully enclosed outdoor play area for all children to access. The children who attend come from a wide area. The nursery is open throughout the year from 7.30am to 6pm, Monday to Friday, only closing on Bank Holidays.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 92 children under eight years of age, on roll and children attend for a variety of sessions. The nursery is in receipt of nursery education funding. The setting has systems in place to support children with special educational needs and/or disabilities and who speak English as an additional language.

There are 20 members of staff working either full-time or part-time with the children, of whom 19 hold recognised childcare qualifications. One member of staff is working towards a qualification. The manager has achieved the Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The enthusiastic, knowledgeable staff ensure the children make outstanding progress at this inclusive nursery. They provide excellent care for the children and host in the main an extensive range of activities. Partnerships with parents, the local schools and outside agencies are nurtured exceedingly well. Meticulous systems in place ensure all welfare requirements are very successfully met to promote a high quality service, for children and their families. Robust self-evaluation is used to continually monitor and review all areas of the provision, so that their capacity to maintain high standards and plan for further improvement is outstanding.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the outside environment to continue to provide excellent outdoor learning.

The effectiveness of leadership and management of the early years provision

Highly effective and successful systems ensure that children are safeguarded throughout the nursery. Staff demonstrate clear knowledge and understanding of the setting's policies and procedures to follow in the event of a concern being raised. Regular discussions at staff meetings, in-house and external training ensures that staff develop an excellent understanding of protecting children from harm and neglect. Robust and detailed risk assessments are completed throughout the nursery. Management ensures that the environment is extremely safe, secure and well maintained promoting children's safety at all times. Rigorous recruitment and vetting procedures ensure that adults working with the children are suitable to do so. All the required documentation is outstandingly organised to ensure that the setting delivers exceptional quality care and education.

Practitioners demonstrate an exceptional commitment to working in partnership with parents and provide superb opportunities for parents to become involved in the life of the nursery. For example, they invite parents to drop in sessions, parents evenings, whole nursery trips out and a leaving party. Parents' views are respected and valued, as staff take part in the nursery's evaluation process through completing questionnaires. They have excellent opportunities to discuss their children's learning and development and are proactive in their children's learning journey records. For example, they complete parent observation sheets. Practitioners have successfully established links with other early years settings that children attend to ensure continuity of care and effective progression. There is a strong relationship with the local school, that many children will attend and transitional arrangements are significantly enhanced and very well organised.

The manager is highly qualified, experienced and has a positive vision. This enables her to provide a high quality service to meet all individual needs. She is an inspiring role model leading a team of knowledgeable, enthusiastic staff. She continually reflects and reviews practice to maintain a consistent capacity for future development. The organisation and management of the nursery is outstanding. One of the outstanding elements is the highly successful organisation of the learning environment. Consequently, this has a significantly high impact on children's learning and promoting their interests. The nursery supports inclusive practice in an exceptional way. Staff have an excellent awareness of the need to promote equality and diversity and the nursery is highly committed to providing a fully inclusive provision. The management team employ a whole group approach and all practitioners are enthusiastic and passionate about their roles in raising standards for children. Children benefit from exemplary levels of supervision and individual attention and they blossom at the nursery.

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

Children's welfare, learning and development is supported extremely well. Children make consistently excellent progress towards the early learning goals, relative to their starting points. This is because staff make exceptional use of their observations of children in planning activities that support their individual development. Children's preferred learning styles are identified and staff ensure that resources are organised dynamically to support these. For example, children demonstrate high levels of confidence in using tools and have excellent opportunities to practise these skills in different contexts. Some children make excellent use of the block building area, as they build many types of buildings from different sizes of blocks. They are extremely active and articulate, as they explain how to make the 'block of flats higher'. Processes of monitoring children's progress in learning are highly effective in recognising their individual achievements and identifying the next steps in each child's learning and development plan. Children experience an excellent balance of adult-led and child-initiated activities, for example, staff plan very well to ensure that children develop a thorough understanding of the world in which they live and how things work. For example, the babies critically think as they try to find out how items work when using treasure bottles to shake and interactive toys.

Excellent use is made of the available space. Each playroom has an inspiring comfortable book area which encourages children to access books independently. The older and more able children are beginning to read simple words and the younger children are confident to make up their own stories. Staff extend children's interest by using props and puppets. An extensive range of natural and man-made resources are suitable, safe and support children's development. Children's imagination and creativity is enhanced through their access to resources, both inside and outside. For example, toddlers watch lentils fall through their fingers and giggle as they scoop them up to fill containers, while older children experience the vibrant and inspiring sensory room.

Practitioners use positive strategies to help children to observe excellent social skills, behave well and respect each other. Children are offered praise, encouragement and rewards and practitioners understand that this helps to foster their confidence. Children develop a strong understanding of diversity, as practitioners encourage positive, open discussion about people's similarities and differences. Children have ample opportunities to become independent and to make choices, for example, by selecting what they would like to eat and pouring themselves drinks. In addition, children are given regular responsibilities throughout the session, including clearing away after eating. Children happily tidy away their toys, wash their hands when asked and readily follow instructions. Children respond very well to the simple routine, which gives pattern to their daily lives. Their physical development is exceptionally well promoted both within the indoor environment and the excellently resourced outdoor area. Children enjoy running up and down the garden, riding on tricycles and balancing on equipment, shrieking with excitement. The outside environment is not as inspiring as the inside environment and does not fully promote all six areas of learning.

Children understand about personal hygiene as they wash their hands prior to handling food. Children develop an understanding of how to stay safe as practitioners use outings as a valuable opportunity to discuss road safety and children routinely learn about health and safety through activities and daily routines, for example, learning about the potential dangers of kettles, pans, fireworks and candles through circle time. The premises are extremely clean and hygienic and the nursery fully promotes healthy eating by providing all children with a well-balanced range of tasty, nutritious food. The rich, varied environment fully supports children's development in all areas and consequently, children thrive. Throughout the nursery and particularly for babies, children's emotional needs are met exceptionally well. Staff develop excellent relationships to enable the children to feel comfortable and secure. Photographs of the children's families are displayed at child height to support them feeling valued and to promote their security and self-esteem.

Children thoroughly enjoy their time at the nursery, their artwork is displayed prominently, showing how children's work is valued. Thus, having a positive impact on self-esteem and children feeling important. The curriculum is rich, promoting communication, literacy and numeracy. Most of the older children have written their names with skill, developing excellent early writing skills. Mathematical concepts occur naturally in play and routines. For example, children count while eating snack and sing with confidence popular counting songs. Excellent resources promote an understanding of shape, colour, measurements and volume. Children confidently estimate and predict successfully as they match the compare bears independently. They have ample opportunities to develop an understanding of technology, effectively using resources, such as the computer and calculator. As a result, children are developing important skills for their future economic well-being. The nursery promotes a wonderful child-orientated environment where children can reach their full potential.

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?	1
The capacity of the provision to maintain continuous improvement	1

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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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