

Mary Poppins Day Nursery

Inspection report for early years provision

Unique reference number

EY425090

Inspection date

17/11/2011

Inspector

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Setting address

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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*.

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Description of the setting

Mary Poppins Day Nursery opened in 2011 and is privately owned. The nursery is located on the Moulton Park Industrial Estate in Moulton Park area of Northampton and operates from a converted industrial unit. Children have access to a secure, enclosed outdoor play area. The nursery is open for 51 weeks a year and operates from 8am to 6pm. Access to the premises is on one level.

The nursery is registered to care for a maximum of 46 children from birth to under five years on the Early Years Register. There are currently 19 children on role. The nursery is in receipt of nursery education funding and is able to support children with special educational needs and/or disabilities and those for whom English is an additional language.

The nursery employs eight members of staff. Seven members of staff, including the manager hold appropriate early years qualifications. One staff member is working towards a qualification. The nursery receives support from the local authority early years advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Overall the setting does not meet the needs of the children who attend. Safeguarding procedures are not secure because some specific legal requirements have not been met and the outcomes for children are not sufficiently supported to ensure children make significant gains across the six areas of learning. Staff are developing positive relationships with parents and understand the importance of developing relationships with other providers and services to promote the children's learning and well-being. Management is beginning to use self-evaluation as a process for identifying strengths and areas for development in the provision to support continuous improvement.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure the risk assessment identifies aspects of the environment that need to be checked on a regular basis (Suitable premises, environment and equipment) 30/11/2011
- ensure the daily record of the risk assessment clearly states when it was carried out and by whom, date of review and any action taken following a review or 30/11/2011

- incident (Documentation)
 - plan and organise systems to ensure that all every child receives an enjoyable and challenging learning experience that is tailored to their individual needs (Organisation).
- 31/12/2011

To improve the early years provision the registered person should:

- ensure the kitchen area is suitable for the hygienic preparation of food and drinks and that children in nappies have access to suitable hygienic changing facilities
- improve staff deployment and opportunities for children to access all available resources
- improve monitoring systems throughout the nursery.

The effectiveness of leadership and management of the early years provision

Management and staff are able to recognise the indicators for child abuse and neglect and understand how to report concerns to appropriate agencies. A written policy and all relevant guidance documents are in place to support practice. Vetting and induction procedures for all adults who work with the children or come into contact with the children are effectively implemented. This ensures that all staff are thoroughly checked before they have unsupervised access to children. Staff closely supervise the children. However, risk assessment procedures to ensure that hazards to children are kept to a minimum are inadequate. This is because a potential hazard had not been identified in the nappy changing room, the record of the risk assessment does not confirm when it was carried out and by whom and the risk assessment for the adjoining activity centre contains insufficient information to ensure hazards to children are kept to a minimum. These are specific legal requirements. Subsequently, it is unclear how and when these checks were completed and children's safety is potentially compromised. A sufficient number of staff hold current paediatric first aid certificates. Effective procedures are in place for the administration of medication and a record is maintained of all accidents. This promotes children's health and well-being.

Management and staff hold appropriate qualifications. Staff participate in annual appraisals and are encouraged to attend training. Management has recently evaluated the setting's strengths and areas for improvement. However, management is not effectively monitoring how well current procedures are implemented in practice, for example, the effectiveness of risk assessment and the efficiency of the observation and assessment systems to identify future learning priorities for all children. This potentially compromises children's safety and outcomes for children. Staff are continuing to develop their knowledge of the early years foundation stage, including their skills to effectively provoke children's thinking and to extend their learning. However, inconsistent assessment and planning hinders this process and as a consequence activities lack sufficient challenge and children's individual needs are not effectively met.

Management provides a suitable range of resources and is continuing to develop the outdoor area. However, resources, including the deployment of staff are not used effectively to fully support children's learning and development. This is because all children spend a significant amount of time together in the toddler room. Whilst this effectively promotes children's social development children do not have regular opportunities to access further resources appropriate to their age and stage of development and as a consequence their individual needs are not fully met.

Management and staff are developing positive relationships with parents and carers. They ensure that the service provided is inclusive for all families and that everyone is treated with respect. Parents are encouraged to share what they know about their child when they start to attend, for example, any known dietary requirements or medical needs. This helps to ensure continuous and consistent care for the children. Verbal discussion, daily communication sheets and the children's developmental record folders are used to share information with parents. Systems are continuing to be developed to encourage parents to contribute their on-going comments to these documents. Parents speak positively about the care provided. Management and staff understand the importance of working in partnership with other providers who deliver the Early Years Foundation Stage and with professionals from other agencies, such as health services in order to support the needs of children with disabilities and/or difficulties.

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

Children are content, settled and take part in the activities provided. However, whilst staff complete observations of what children are doing in their day-to-day activities, assessment of this information is inconsistent. Consequently learning priorities are not effectively identified and used to plan relevant and motivating learning experiences that are tailored to the children's individual needs and achievements in relation to their capabilities and starting points. This compromises children's learning and development and as a consequent children are potentially underachieving.

Children are developing relationships with adults and their peers. They are developing an understanding of the needs of others, for example, they learn to share, take turns and play harmoniously together. Through the provision of mark-making resources children are learning to communicate with marks and pictures. Children look at books for enjoyment, sing songs and listen to stories. They are learning to count, create coloured patterns on peg boards and solve problems as they complete puzzles. Children participate in creative art activities, for example, they sponge paint, stick tissue paper onto animals and paint firework pictures. Children immerse their hands in the spaghetti, manipulate dough and play with water and sand. They plant pansies to learn about growth and make rice crispy cakes. Children have opportunities to handle appropriate resources which positively represent people of other races, cultures and abilities. The computer is used to support children's learning.

Although children may feel safe within the environment, management and staff have not taken reasonable steps to ensure that all hazards to children are kept to a minimum. Consequently children may be put at risk of danger due to the position they have been placed in by the staff. Children are, however, developing their understanding of how to stay safe, for example, they learn how to evaluate the building in the event of a fire. They are beginning to develop an understanding about healthy lifestyles to help minimise opportunities for cross infection. For example, children are encouraged to wash their hands after using the toilet and after messy play. However, staff do not always ensure that the nappy changing area is clean and that food preparation areas remain suitably hygienic for their purpose. This potentially compromises children's well-being. Special dietary requirements are compiled in partnership with the parents, and menus are produced to give parents information about meal choices. Children enjoy a variety of freshly cooked meals and snacks. For example, pasta dishes, savoury mince, pizza, lasagne, chicken curry, fresh fruit and jelly and custard. This helps to promote children's growth and development.

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?	4
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	4

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