

Poppy & Jack's Nursery and Pre-School

Inspection report for early years provision

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Inspector Alyson Thorburn

Setting address St. Johns RC Club Church Hall, Breck Road, POULTON-LE-FYLDE, Lancashire, FY6 7HT
Telephone number 01253894989
Email poppyandjacks@live.co.uk
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 and Jack's Nursery and Pre-School is one of two facilities operated by a private provider. It was registered in April 2011 and operates from a single-storey building on St John's Church grounds. Children have access to a large, open-plan playroom, a separate self-contained baby room and a heuristic room. There are toilets and hand washing facilities adjoining the play area and access to a secure outdoor play area. Car parking places are also available.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 50 children at any one time, all of whom may be in the early years age group, with no more than 15 aged under two years. There are currently 90 children on roll. Opening times are 7.45am to 6pm Monday to Friday throughout the year, with the exception of Bank Holidays. The setting supports children who speak English as an additional language.

There are 15 members staff working with children on either a full or part-time basis, and of these one holds qualified teacher status and two others have achieved a level 5 sector endorsed foundation degree. Most of the remaining staff also hold appropriate early years qualifications. In addition, a cook and part-time cleaner are also employed. The nursery is a member of the National Day Nurseries Association and the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff pride themselves in providing a warm, home-from-home, enabling environment and partnership with parents is exceptional. The nursery is effective in meeting the needs of children in the Early Years Foundation Stage age group. As a result, they make good progress in their learning and development. A comprehensive self-evaluation system is in place with areas clearly identified for future development. Consequently, this new nursery has considerable capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop a range of flexible resources that can be used in many different ways to facilitate children's play and exploration in the outdoor environment
- maximise children's opportunities to develop independence as active learners by ensuring there is a balance of adult-led and child-initiated activities
- build on existing communications with other providers that children attend to ensure that children's needs are met and there is continuity in their learning.

The effectiveness of leadership and management of the early years provision

Robust safeguarding policies and procedures, together with comprehensive supporting policies, ensure children are safeguarded extremely well. Staff are knowledgeable of safeguarding issues and fully understand their role in child protection and the procedures to be followed should a concern arise. Comprehensive recruitment and vetting procedures are in place and staff are appropriately vetted. Staff learn about the nursery's policies and procedures as part of their induction process and this, together with detailed risk assessments, ensures children's safety is kept to a premium. Although staff appraisals have yet to be implemented, staff are continually encouraged to attend professional training courses. For example, all staff have completed child protection training and most hold a current first aid certificate. The owner and manager are enthusiastic and committed to maintaining continuous improvement. Completion of the online self-evaluation form is effective, with priorities for future development clearly identified. For example, plans are in place to further develop the use of the outdoor spaces so that all areas of learning are fully covered. Staff, parents and children are encouraged to participate in this reflective process, demonstrating the dedication for further improvement and enhancement of provision. The setting is also participating in the 'Step into Quality' scheme, which similarly helps to maintain continuous improvement.

Staff promote positive and supportive relationships with parents, greeting them in a warm and friendly manner. There are daily opportunities for sharing information verbally and in writing in order to meet children's individual needs. Information displayed, use of the digital photo frame and the sharing of learning journals enable parents to be fully involved in their children's play and learning. Parents' comments about the nursery are extremely positive. For example, they remark how well their children settle into the nursery and that 'they love it'. The links with local schools are well established and there is a positive approach to the sharing of information. However, the nursery has yet to develop consistent procedures for sharing communications with other providers that children simultaneously attend, ensuring children's needs are met and there is continuity in their learning.

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

Children are confident, happy and settled. This is helped by the successful key carer system that is used throughout the nursery. Staff have a good understanding of the Early Years Foundation Stage. They make regular observations of the children as they play, mostly linked with next steps to promote further learning. Using this information to inform future planning ensures that children make good progress towards the early learning goals. Staff are skilful at supporting and extending children's play and learning by use of effective questioning and dialogue. Detailed planning generally reflects children's interests and seasonal events, such as traditional stories, Halloween and autumnal activities.

The indoor environment is welcoming and very well organised with defined areas of learning. Displays and samples of children's work decorate the rooms. Children have ample space to move freely and safely around as they access a broad range of activities. A wide range of resources which are well maintained, age appropriate and cover all areas of learning are made accessible to the children for self-selection. However, because a disproportionate amount of time seems to be dedicated to adult-led activities, children are not always provided with opportunities to explore self-initiated play. Nevertheless, children are effectively engaged in their activities. For example, toddlers are supported playing with play dough, while pre-schoolers are helped in using the touch screen interactive computer and practising scissor skills as they make their own 'wolf' lollypop puppets.

Children learn about the world around them as they celebrate festivals from their own culture and those of other countries. For example, when they explore holiday destinations and learn about Israel. Children who speak English as an additional language are very well supported by a bilingual practitioner and through effective parent partnerships. Children are very familiar with the daily routines. The setting promotes free-flow inside and outside. Children confident with the system eagerly fetch their coats and play outside, engaged in sports and football games. Children under the age of two years also benefit from daily outings with staff taking them for walks in pushchairs. The setting have, however, identified the outdoor provision for further development with recognition that children would benefit from a range of flexible, open-ended resources for play and exploration.

Children's welfare is promoted well. They receive lots of praise and encouragement throughout the session. Staff manage behaviour in a calm, consistent manner and are positive role models. This is clearly demonstrated as both children and adults treat one another with affection and respect. High standards of cleanliness are maintained throughout the setting. Children gain a good understanding of hygiene and healthy lifestyles through daily routines, such as hand washing before they eat. Staff and children sit together as they enjoy healthy snacks and meals that are provided by the chef, promoting excellent social interactions. Children are encouraged to pour their own drinks and older children help by clearing away the dishes when they have finished.

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	1

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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
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	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	1
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