

Poppies Day Nursery Beaconsfield

Inspection report for early years provision

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Inspector Aileen Finan

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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

Poppies Day Nursery opened in 2011. There has been a nursery on the site for 20 years but it is now under new ownership. Poppies in Beaconsfield is one of three privately owned nurseries. The nursery is situated in Old Beaconsfield, Buckinghamshire and operates from two large adjacent barn conversions. There is a secure and large enclosed garden for children's outside play. The nursery is open each weekday from 8.00am until 6.00pm for 51 weeks of the year. The nursery also offers a pre-bookable early drop off. The nursery is registered on the Early Years Register. The nursery provides funded education for three- and four-year-old children.

A maximum of 60 children may attend the nursery at any one time, all of whom may be in the early years age group. There are currently 92 children on roll within the early years age group. The nursery supports a number of children with special educational needs and/or disabilities and who speak English as an additional language.

There are 27 members of staff who work directly with the children. The nursery also employs a house keeper, administration staff and a chef. Of the 27 staff employed, 24 hold appropriate childcare qualifications, of whom, two are completing a degree. One staff member is completing a modern apprenticeship.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children feel happy and secure and play well independently. Planning for individual children is promoted effectively overall and ensures children take part in a range of learning opportunities. Consequently most children are making good progress in relation to their starting points and capabilities. The nursery is extremely clear about its vision and targets for future improvement. Effective steps are taken to confidently evaluate the strengths and address areas of minor weakness. Strong links with parents and other partnerships/agencies have been established.

What steps need to be taken to improve provision further?

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

- evaluate activities consistently to plan for future learning on an individual basis, continuing to share children's progress with parents and extend the systems in place to enhance how parents can complement learning experiences at home
- extend further the opportunities for planned learning experiences using the outdoor environment

The effectiveness of leadership and management of the early years provision

Steps to safeguard children, particularly during the renovation of the property, are robust. Risk assessments are detailed thoroughly and all room leaders have specific responsibilities to complete daily checks on all areas including the outdoors. Additionally, comprehensive assessments detail all aspects relating to the building work and renovations. Staff have an excellent understanding of their responsibilities to document any concerns and liaise appropriately with child agencies. All have completed safeguarding children training. Policies and procedures are exceptionally well followed and all staff are consistent in their practice. Policies are shared with parents who, therefore, understand the procedures that keep their children safe and enhance their well-being. Children behave responsibly at all times and demonstrate very good awareness of their own safety. Children's records and related documentation, for example in respect of accidents and medication, are completed appropriately and maintained confidentially. Parents are made aware of the role of Ofsted as the regulatory body.

The leadership and management are exceptionally successful in inspiring the staff towards meeting and sustaining their targets. There are high standards and staff morale is exceptionally high. The staff team work very effectively together and all share a clear vision for future priorities. Staff in place under the previous owner have adapted positively to recent changes in order to drive improvement. Consequently, the outcomes for children are good.

The wide range of resources within the nursery is fit for purpose and supports children's learning and development. The environment is welcoming for children and parents. Staff deploy themselves effectively and, as a result, children achieve well. The nursery has evaluated its provision of care well and is able to accurately acknowledge their strengths and relative weaknesses. Staff are proactive about monitoring and reflecting on their provision and targets, and actions for the future are well-chosen and planned well. They are confident about what needs to be done in order to sustain their improvement and support the children who attend.

Staff actively promote equality and diversity. They are able to identify children needing additional support and work effectively with parents and other agencies to ensure children get the support they need. Staff know the children well and understand their backgrounds, interests and routines. The nursery has highly positive relationships with most parents and have actively sought their views and suggestions through questionnaires and meetings. For example, after taking over the nursery the nursery held a meeting for parents to discuss the Early Years Foundation Stage and to explain how children's development is promoted. Parents are positive about the progress their children are making and the care they are provided with. Partnerships with other professionals such as speech and language, the local authority, other schools are well established and links in place previously with the previous owner have been acknowledged in order to provide consistency for the children who attend. Communication with other partners in respect of

individual children is regularly shared and appropriately supported to support children's achievement and well-being.

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

Children are very happy and settled. They have developed a sense of security within their nursery and demonstrate good understanding about their own safety; for example, since the new fire detection system has been installed they have regularly taken part in fire drills using various scenarios and understand how to leave the nursery in times of emergency. Children understand their routines and babies are very settled. Children in the baby/toddler unit are walked over to the outdoor area using a rope system and all children are counted back.

Since the renovations children have been able to become more independent as low level toilets and wash basins have been installed. Consequently, children are confident in their understanding and awareness of personal hygiene routines. Children have various opportunities during the day to play within the outside areas which provides a vast space for children to run around, climb, use trikes and sit on cars, kick balls and have fun whilst receiving plenty of fresh air and exercise. Children are also provided with mark making, role play and some technology resources outdoors. However, adult-led, planned learning experiences are fewer in number and, therefore, children do not fully benefit from a full range of opportunities to extend the ways in which they learn.

Children are provided with a delightful range of snacks and meals prepared from organic produce and cooked on site by the chef. Children sit in their age groups for meals and older children demonstrate self-esteem and responsibility in serving their vegetables, for example. Happily the children ask for more and enjoy their food. Children, therefore, learn about what constitutes a healthy lifestyle and benefit from healthy eating. Effective practice is observed during nappy changes in the baby room, and babies and toddlers feel secure, tucked up in cots and cot beds whilst taking their naps, closely watched over by caring staff.

Children are well behaved. They show respect for themselves and their friends and play nicely in small groups or independently. Children are provided with a range of resources within each room and, therefore, are able to make informed choices about what they would like to do. There are lots of opportunities for children to enjoy story, song and musical rhyme activity. Children communicate very well with one another and the staff, and happily share their thoughts and experiences, which, in turn, enhances their confidence and self-esteem. In each room quiet areas provide space for looking at books, and staff happily sit with small groups enthusiastically reading stories which children thoroughly enjoy. Through their various play activities children are becoming active learners who are curious and inquisitive, and are therefore developing their skills for the future.

Staff at the nursery have a good understanding of the Early Years Foundation Stage framework. The staff know children's backgrounds well and effective settling

in and registration systems allow staff to understand comprehensively about children's starting points. Children are planned for as individuals, and weekly planning meetings in all four rooms provide staff with opportunities to evaluate their activities and children's progress. All children have developmental books and staff use these to monitor children's development, identify any gaps in their learning and plan for their next steps. However, the four rooms are not consistently working within the same practice and some planning is less well organised. Nevertheless, children are making good progress and are happy and inquisitive learners. Staff share children's development records, and daily feedback provides parents with a good view of their child's progress; however, opportunities to enable parents to be part of their children's learning and understand more about the Early Years Foundation Stage through complementing children's development through home-nursery extension is less well established. Altogether children are making good progress in relation to their starting points and benefit from a wide range of activities within a well-equipped and welcoming environment, which promotes children's learning and social and physical well-being.

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	1
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	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	2
The extent to which children develop skills for the future	2

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