

# Poppies Daycare Nursery Ltd

Inspection report for early years provision

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**Inspector** Jacqueline Munden

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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 Daycare Nursery Limited, operating from Perham Down near Andover on Salisbury Plain, registered in 2011. The setting is an independently owned nursery and is one of two nurseries in Salisbury. There is an enclosed outside play area. The nursery serves the local and surrounding areas. It opens each weekday from 7.30am until 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register to care for a maximum of 50 children in the early years age group. There are currently 35 children on roll aged from eight months to four years. The nursery receives funding for the provision of free early education to children aged three and four years. It supports children who speak English as an additional language.

The nursery currently employs 10 members of staff, nine of whom have relevant qualifications in early years. One member of staff has Early Years Professional Status. The nursery is a member of the National Day Nurseries Association and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are welcomed into a caring and nurturing environment where they are valued and included. Overall, children's safety and welfare are promoted well. Children's learning and development are largely promoted successfully. This is supported by the well resourced and accessible setting and by the very strong relationships forged with parents. In the short time since registration, systems for self-evaluation are being used effectively to drive improved outcomes for children.

## What steps need to be taken to improve provision further?

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

- further develop the provision for children aged over two that wish to relax or sleep without disturbance
- provide further play and learning experiences outdoors to fully promote all aspects of children's development

## **The effectiveness of leadership and management of the early years provision**

Management and staff work cohesively to provide a welcoming and nurturing environment for children and their families. Children are well safeguarded due to the robust recruitment and vetting procedures ensuring all adults are suitable to work with them. Staff receive training in child protection and are aware of the appropriate procedure to follow should they have a concern regarding a child in their care. Risk assessments are used effectively to provide a safe and secure environment. A comprehensive range of policies and procedures underpin the setting's good practice. Detailed records are maintained to make sure each child's health is fully promoted, and to track and plan for all aspects of their learning and development. Indoors, the nursery is well resourced with good quality toys and equipment providing stimulation and challenge to every child. There is a suitable range of resources for use outdoors; however, the garden has not yet been developed to fully promote all aspects of children's development at all times. The clear management structure and effective leadership means staff are deployed well and work efficiently around the setting. As a result, children are supported and supervised at all times. Staff are encouraged and supported to develop their professional skills through attending courses and through in-house training. This has a very positive impact on the children as all staff are highly motivated and develop a strong knowledge and understanding of how children learn.

Staff, parents and children are fully involved in the self-evaluation process. Staff attend team meetings where they are encouraged to share ideas and good practice. Parents and children are invited to provide feedback on the setting through questionnaires. Feedback is collated and used to devise action plans demonstrating a vision for the future and a strong commitment to driving improvement. For example, some parents would like children to have cooked meals. This service is in the process of being developed.

Equality and diversity are promoted well. Resources, books and displays reflect those from different cultural backgrounds and with disabilities. All children are valued and included. Staff know the families using the nursery well and ensure their particular needs are met very well. There are no children with special educational needs and/or disabilities attending the nursery at present; although, staff are appropriately trained and experienced to support them. Children with English as an additional language are supported well with words in their home language being used to help them feel valued. Staff recognise the benefits of using Makaton signs to help children to communicate. This is used particularly effectively in the baby room. Strong relationships are forged with parents to secure children's good progress. Effective measures are taken to involve parents in their child's learning. For example, a key person is allotted as children start at the setting and parents meet with staff frequently to discuss their child's needs, interests and progress. Parents report they are very happy with the high level of care their children receive and the progress they make. The setting liaises effectively with other providers of the Early Years Foundation Stage that children attend which complement their learning and development.

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

Children are happy and settle very quickly into the caring and harmonious atmosphere of the nursery. Staff carefully plan and provide activities to help each child move on to the next steps in their learning and development. This ensures all children feel safe and secure and make good progress in relation to their starting points. The rooms, parts of the garden, and the wide range of accessible resources are generally organised well to provide a stimulating and vibrant environment for children to explore and learn and to meet their needs. However, children aged over two that wish to relax or sleep are not always able to do so without disturbance.

In the baby room, staff recognise the importance of babies developing a strong relationship with a main carer to help them feel safe and secure. Therefore a key person takes responsibility for each of the baby's personal needs, such as feeding and nappy changing. As a result, children feel safe and secure and show great confidence and sense of belonging. All children are fully included as they can all access the wide range of activities provided. A great emphasis is placed on helping them to develop physical skills and coordination. They clamber on the small slide and pull themselves up on low level furniture. Babies relish exploring shaving foam, carefully squeezing it between their fingers and making big sweeping movements across the table with their arms. Staff interact purposefully with the children, helping to extend children's language. Children enjoy listening to music and join in clapping their hands to their favourite songs. Children focus intently as they look at pictures in books. They have tremendous fun and benefit from lots of fresh air as they stamp in puddles in the garden.

A strong focus is placed on helping children aged two to four years to develop skills for the future. They become increasingly independent as they take part in the routines of the day, such as preparing the tables for lunch. They learn hygiene routines as they clean the tables to get rid of germs. They use numbers and count as they lay the table with cutlery and plates. Staff encourage them to solve problems and use calculation as they find there are not enough plates for all the children; for example, by asking, 'how many more do we need?' Activities are unrushed allowing children time to repeat activities and consolidate their learning. Children are very confident speakers and express themselves well. They have many opportunities to make marks and develop pre-writing skills as they use the wide range of malleable and creative resources, such as, paints and modelling dough. Children find their name cards on arrival at the nursery and are encouraged to write their name on the white board. Many older children proudly progress to writing their names. Staff are inventive in promoting information and communication technology. For example, children use map websites to search for and view aerial pictures of the nursery. Some children notice the fences surrounding the garden are not in the pictures. This stimulates a discussion about

how their environment has changed.

Children are curious and knowledgeable about the world around them. They watch a downloaded film of a Chinese dragon dance. Staff extend this further by providing children with ribbons to enact the movements and dance themselves. Children benefit from the activities provided outdoors that promotes their health and learning. For example, children place lengths of guttering to make water channels. They experiment with cars, seeing how quickly they shoot down the pipes. Good use is made of the local rural environment where children enjoy going for walks. Children learn effective strategies to keep themselves safe in ways suitable to their age and development. For example, children wanted to have sparklers. They sat with staff and identified what the risks could be and what they need to do to keep safe when using them. As a result, children were clear about how they needed to behave and followed their own safety procedures very well.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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