

Mary Poppins Day Nursery

Inspection report for early years provision

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Inspection date

16/07/2012

Inspector

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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 the Moulton Park area of Northampton and operates from a converted industrial unit. Children have access to an enclosed outdoor play area. The nursery is open for 51 weeks a year and operates from 8am to 6pm.

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.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's welfare and safety is compromised because the provider has failed to meet several legal requirements of the Early Years Foundation Stage. Also, the procedures for self-evaluation and to promote continuous improvement are ineffective as some issues raised at the previous inspection have not been fully addressed. Risk assessment regarding the environment and equipment do not fully promote the health and safety of children in the setting. Children are happy and settled and have friendly relationships with the staff. They make satisfactory progress in their learning and development as they lead on what activities take place and staff fully support their choices. Children's individual needs are sufficiently identified and promoted.

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, with specific regards to the storage of the vacuum cleaner and plastic bags (Suitable premises, 01/08/2012

- environment and equipment)
- ensure outdoor and indoor spaces are safe and suitable for their purpose, with specific regard to the identification of appropriate fire exits and to ensure exits are free from obstruction (Suitable premises, environment and equipment) 01/08/2012
- promote the good health of the children and take necessary steps to prevent the spread of infection, with specific regard to the cleanliness of the fridge and nursery rooms and the identification of babies' milk stored in the fridge(Safeguarding and promoting children's welfare). 01/08/2012

To improve the early years provision the registered person should:

- extend the assessment process to identify each child's current stage of learning
- review the organisation at mealtimes in order to provide children with more opportunities to develop self-help skills
- extend the systems used to verify the identity of any visitors, record their names, the purpose of the visit, and details of arrival and departure times, to include those who enter the setting by an alternative entrance
- develop systems to self-evaluate and monitor practice to bring about improvements to ensure the individual needs of all children are met.

The effectiveness of leadership and management of the early years provision

Children are suitably safeguarded in most respects, as there are appropriate vetting procedures in place. The staff who work directly with the children have a suitable knowledge and understanding of all types of abuse. They are aware of their responsibilities including reporting procedures in the event of a concern about a child in their care. The safeguarding policy has recently been reviewed and contains all the required information. Deployment of resources and staff are, generally, satisfactory and children receive suitable levels of support. However, the organisation of mealtimes sometimes hinders the support children receive in developing self-help skills, such as pouring drinks. This is because staff are otherwise engaged, for instance, as they replenish water jugs and collect extra food and cutlery from the kitchen.

Fire safety is not sufficiently promoted and this is a breach of a welfare requirement. Although, procedures are displayed and practise drills are carried out to ensure staff and children are aware of what to do in the case of an emergency. One fire exit is obstructed and there is no information to advise of this or of the appropriate fire exit to use in case of an emergency. This potentially compromises children's safety. The main entrance to the setting is monitored to ensure the identity of all visitors is verified and a record maintained. However, access from an adjacent Activity Centre, through an internal key-coded door, is not monitored and visitor's using this entrance enter the premises unannounced and are not recorded

in the visitors book. This further compromises children's safety.

The cleanliness of the building is not maintained to a sufficient standard. This is a breach of a welfare requirement. On the day of inspection the nursery rooms contained twigs and sticks from previous day's activities, and discarded tissues and small pieces of paper and debris on the carpets. The waste bins were still partially full of tissues and other rubbish and some sand and shredded paper were in piles on the floor waiting to be put into the bins. Also, the storage of the vacuum cleaner and plastic bags on children's coat pegs are potential hazards to children that have not been identified or risk assessed. This does not promote the well-being of children and is a breach of a welfare requirement. Although the external areas of the kitchen are suitably clean and tidy, the fridge is not hygienically maintained. The system for food storage is haphazard and insufficient labelling of baby milk, partially eaten and opened food does not minimise the risk of cross contamination. On the internal surfaces of the fridge there are signs of stale food and some mould spots which further impacts on the health and welfare of children.

Staff maintain informal and friendly relationships with parents and carers and there are regular verbal exchanges of information. Space within the setting is suitable to meet children's individual needs and resources and equipment suitable for purpose. Staff are aware of the benefits of sharing appropriate information with other professionals to ensure consistency for children and share Early Years tracker documents with host schools and support children to attend induction days. The systems in place to monitor the effectiveness of policies and procedures or to evaluate the provision as a whole are ineffective. Some strengths, weaknesses and priorities for improvement have not been effectively identified and this impacts on the provider's ability to drive the setting forward and target improvements where they will have the most impact on outcomes for children. Some actions and recommendations set at the last inspection have been addressed satisfactorily. However, in some areas, such as, risk assessment and the hygiene within the kitchen, there has not been sufficient improvement and further actions and recommendations have been set.

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

Children are making satisfactory progress in their learning and development and are supported in gaining skills they will need in future life. Staff show a suitable awareness of children's preferences and the ways in which they learn. They provide children with opportunities to extend their ideas and are skilled at knowing when to leave children to progress in their play. Therefore, children are encouraged to be active learners and to develop their natural curiosity. Resources are, generally, of satisfactory quality and suitable for the number of children who attend. Toys and equipment are stored at child height or are presented for play on tables. Consequently, children are confident to make independent choices about their play and learning. There is regular daily access to an outdoor play area and children thoroughly enjoy outdoor activities that include various water play areas, playing in the rain and jumping in puddles. They enjoy developing new skills as they experiment with objects in the water play, such as, pots with holes in, sieves

and water wheels. They show great delight as they introduce toy animals into the coloured water and see if they 'sink' or 'float'. Children are fascinated by changes made when pushing toy cars through the 'gloop' mixture. They are developing a respect for themselves and others as they are introduced to different religious and cultural festivals through the use of sufficient resources, art and craft and discussion.

The process of observation and planning is an area where staff have invested much time and energy. Observations contain useful information and are linked to the areas of learning. Staff use the development guidance to assess different stages of learning, but this does not yet identify individual children's specific stages of development in all areas. This could mean that some children do not receive the appropriate level of challenge. All children appear happy and settled. Growing friendships are evident between some of the children and they actively seek out others to join in their play. Children are learning to behave appropriately because staff provide them with satisfactory role models and encourage manners and care and consideration for others. They offer children gentle reminders and explain why some rules are in place to help protect their safety and welfare. For example, children are reminded about the rules at meal times and when sharing and taking turns. All children's dietary needs are recorded and respected. Snacks and drinks are provided by the setting and, generally, promote healthy eating. Lunch time meals are provided by an outside caterer and suitable information sharing ensures children's dietary needs are sufficiently met. Children can access drinks freely during the day and know it is important to have regular drinks to stay healthy. Staff demonstrate a suitable understanding of how to treat children who have an accident and share appropriate information with parents.

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	4

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	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
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	3
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	3

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