

Poppits Day Nursery

Putney Leisure Centre, Dryburgh Road, London, SW15 1BL

Inspection date	15/10/2012
Previous inspection date	21/01/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children settle well at the setting and benefit from a wide range of activities that help them to make good progress in their learning and develop.
- Children build warm and secure relationships with their key person and the other adults in the setting.
- Partnerships are strong and include all parents and external agencies so that children's needs are paramount.
- Children benefit from a bright and welcoming environment that encourages them to initiate their own purposeful play indoors and out.

It is not yet outstanding because

- Although the setting is generally rich in signs, symbols and words, there are few words displayed in other languages, especially those of the children and staff in the nursery.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the children at play.
- The inspector observed staff interaction with children.
- The inspector viewed the premises.
- The inspector sampled documentation.
- The inspector held discussions with parents, the staff and manager.

Inspector

Sarah Morfett

Full Report

Information about the setting

Poppits Day Nursery is run by an individual provider. It opened in 2009 and operates from three rooms in Putney Leisure Centre, located in the London Borough of Wandsworth. All children share access to an enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. Access to the setting is by stairs or ramp. The nursery is registered by Ofsted on the Early Years Register and voluntary part of the Childcare Register. There are currently 43 children in the early years age group on roll, some in part time places. The nursery currently supports a number of children with learning difficulties and disabilities. There are 11 members of staff, six of whom hold

appropriate early years qualifications. One staff member is currently working towards an early years qualification. The setting also provides crche facilities for users of the leisure centre from 9.15am to 10.15am or 10.15am to 11.15am, and these sessions need to be pre-booked.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good awareness of the Early Years Foundation Stage (EYFS) and implement a well-balanced educational programme that provides children with challenging activities. They operate an effective key person system. The key person undertakes sensitive observations of the children. Staff use these to assess children's progression in all areas of learning. This information is used to plan activities that concentrate on the most relevant areas of learning for all children. The staff have begun to implement the progress check for children between two and three years, and have identified achievements and priorities for children in this age group. This means that all children are making good progress in their learning and development overall, and are well prepared for their next stage of learning.

Children are engaged in purposeful activity that continually promotes their learning and development. For example, they play in the sand and water filling containers of different sizes, tipping, and pouring these from one to another developing their knowledge of mathematics concepts. They develop good physical skills as they have regular opportunities to play outside and thoroughly enjoy exploring the space around them. They climb well and use stepping-stones made out of logs to develop strong balancing skills. The younger children have equally good opportunities to explore outside safely as they have a separate garden area where they can move about at a level appropriate to their stage of development.

All staff employ effective teaching methods when interacting with the children. For example, they use open-ended questions, which challenge children's thinking. Staff introduce new words to children as they explore corn flour, for instance staff say look at it dripping describe how the mixture drips. This helps children to widen their vocabulary. The staff challenge children with questions such as, 'what do you think?', and 'how can we?'. This prompts children to ask each other questions. For example, one child ask another 'what colour does it make if you mix your colours together?' The child answers with enthusiasm 'pink', as they mix red paint into white corn flour mixture. 'That is amazing' the other child replies. This shows that they children gain strong communication

and language skills.

The environment is generally rich in signs, symbols and words. However, there are few words displayed in other languages, especially those of the children and staff in the nursery. This means that children miss some opportunities to see print in other languages. There are photographs of children taking part in activities. As well as examples, of their work and displays that include their artwork and pictures on all of the walls in the setting. This makes children feel valued.

The contribution of the early years provision to the well-being of children

Children play and learn in a friendly and stimulating environment. They use a wide range of toys and resources both inside and out. Staff set up play areas well, which enables children to make independent choices. The effective deployment of staff gives children maximum support as they learn through a good balance of adult-directed and child-initiated play.

As a result of the effective key person system children develop warm, strong attachments with staff. All staff care for children equally and because they are a close knit team children develop strong relationships with all adults. Children demonstrate this, as they are keen to show staff what they have done and seek them out to play with or for comfort. Staff talk to them about their family and familiar events which gives them a strong sense of belonging.

Children's behaviour shows that they feel safe in the setting. They move around with confidence, make choices about what they play with, and demonstrate good self-esteem. They have a good understanding of their own safety, for example, at lunchtime children tell each other not to touch the food, as it is hot. Therefore, they are able to assess risks for themselves. They are encouraged to be independent by managing self-care and other personal tasks for themselves. For example, they wash their own hands before they eat and at lunchtime, they are responsible for getting their cup, plate and cutlery. They pour their own drinks at snack and meal times. This helps them to develop strong skills for the future.

Children benefit from healthy diet and tuck in to a range of nutritional snacks and meal with relish. They enjoy meals such as macaroni cheese and peas for lunch with a fruit salad for desert. Children are given responsibility to serve themselves so they gain a good understanding of what food is good for them and staff help them to understand good portion control. Staff give high priority to observing good hygiene practices. They are constantly using hand sanitizer themselves, after wiping noses, being in the garden and cleaning table. This means they are good role models and pass the good routines onto the children. Children behave well as staff manage their behaviour consistently and promote a culture of respect for everyone. They remind children to be polite to each other and give clear guidance about acceptable behaviour. This means children make the most of their time in the setting.

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

Staff demonstrate a high regard to meeting the safeguarding and welfare requirements. They have a good understanding of the setting's policy and procedures, in particular the safeguarding policy that they implement if are concerned about a child their care. Risk assessment is good and staff take responsibility for checking outside areas before children play. They have thoroughly secure procedures for drop-off and collection times and teach children good road safety procedures on outings. There are robust recruitment and vetting systems in place so that suitable adults care for children at all times. Regular staff meetings, supervision and appraisals maintain the on-going suitability of all staff. The manager monitors children assessment records on a regular basis to ensure they reflect an accurate understanding of all children's skills, abilities and progress. Any children who are not progressing as expected benefit from strong liaison between the parents, key workers and the nursery's Special Educational Needs Co-ordinator. Staff also liaise well with other external agencies to ensure early intervention and support is targeted for those children that need it.

Parents are fully included in their child's learning and development. They are invited to parents' evenings, and have discussions with their child's key person to help them support their child's learning at home. Parents state they are extremely happy with the care and level of education their children receive. All parents are fully aware of their child's key person but say that they are equally confident that all staff know their children well. They explain how much help and support they get from the staff team, which they particularly value.

The leadership and management of the setting are strong. The manager involves parents, children and staff in the self-evaluation process. For example, by providing questionnaires for parents and having regular discussions with children. Staff constantly reflect on their practice and identify the priorities for their personal development. Training opportunities for staff are good and ensures that they are working towards maintaining continuous improvement in areas that benefit children the most.

The Childcare Register

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY398368
Local authority	Wandsworth
Inspection number	887615
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5

Total number of places	32
Number of children on roll	43
Name of provider	Brenda Helen Symes
Date of previous inspection	21/01/2010
Telephone number	07958331414

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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