

Mary Poppins Daycare

Sianwood, Main Road, Burton Pidsea, HULL, HU12 9AX

Inspection date

Previous inspection date

11/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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's needs are known and effectively met because there is good communication and partnership working with all parents and carers. Consequently, the care children receive is an extension of their home life.
- Children settle well in this welcoming and family-orientated setting. Staff know and support children's interests very effectively, which means they are keen to learn and make good progress in their development.
- Children have good opportunities to play outdoors. As a result, they benefit from lots of fresh air and physical exercise which helps to promote their good health.
- Children are kept free from harm because staff have a good understanding of how to promote their safety and well-being. All areas of the nursery are safe and secure, which means children are able to move about freely and decide where they want to play.

It is not yet outstanding because

- Children do not have consistently rich opportunities to observe and use numbers in the outdoor area, to enhance their understanding of how to use numbers in different contexts.
- There is scope to enhance and strengthen children's understanding and acceptance of differences between people, through more consistent use of learning experiences that promote a positive view about a diverse society.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the premises and observed children playing in the playrooms and outdoor area.
- The inspector met with the manager/registered person and spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's learning records, planning documents, policies and children's records.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Diane Turner

Full Report

Information about the setting

Mary Poppins Daycare was registered in 2012. It operates from a single storey building in Burton Pidsea, a village in East Yorkshire. The nursery is privately owned and managed. It serves the village and surrounding rural area. The nursery is accessible to all children and there is an enclosed area available for outdoor play.

The nursery employs three members of childcare staff, including the manager. Of these, one holds an appropriate early years qualification at level 4, one at level 3 and one at level 2. The nursery opens from Monday to Friday, all year round, with the exception of bank holidays. Sessions are from 7.30am until 6pm. This includes before and after school care for children attending various local schools. Children attend for a variety of sessions and there are currently 43 on roll, of whom 34 are in the early years age group. The nursery receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop the educational programme for mathematics further by increasing opportunities for children to see and use number in the outdoor environment, such as by providing number labels, signs and posters for children to use in their play
- enhance the educational programme for understanding the world by increasing opportunities for children to learn about diversity, for example, by providing books, posters and photographs that represent diverse backgrounds and which avoid negative stereotypes.

Inspection judgements

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

All staff have a good understanding of how children develop and skilfully provide activities that link to their interests. This means children are keen to be involved and are motivated to learn. Consequently, they make good progress towards the early learning goals, which prepares them well for when they move on to school. For example, when one very young child helps himself to stacking blocks, a member of staff gives him time to explore these on his own. She notes how he makes links for himself as he bangs the blocks together. She then helps to develop his learning by showing him how to build a tower. This effectively supports children in developing their hand and finger control as they explore

the characteristics of objects during their play.

Staff provide a welcoming and stimulating environment for children to play and learn. For example, the playrooms have numerous colourful displays that include good examples of children's work. This shows their efforts are valued and appreciated. Labels are used on toy boxes and words are displayed outdoors, to show children that print and pictures have meaning. However, there are few opportunities for children to see and use numbers in the outdoor area. Consequently, their understanding of how these can be used in different contexts is not fully enhanced. Staff enable children to learn about festivals from around the world through craft activities and food tasting. For example, they show children how to make colourful snakes and provide noodles and prawn crackers to celebrate the Chinese New Year. However, the opportunities for children to observe positive images of diversity on an ongoing basis are limited. Consequently, their understanding and acceptance of differences between people is not fully enhanced.

Staff carefully observe children as they play. They effectively assess what they have learnt from the activities and maintain clear records of their progress. Consequently, they have a good understanding of children's abilities and where they may need additional support or challenge. Staff give high priority to encouraging parents to play an active part in their children's learning and to share what progress they make at home. For example, parents add photographs and comments to their children's learning record to show what they have achieved at home. This means staff can plan precisely for the next steps in children's learning because they have a full picture of their development.

Children's communication and language development is fostered very well through conversation and small group activities. For example, one young child brings a ball to a member of staff and says, 'ball'. The staff member then repeats the word back to the child, adding additional words, she says 'yes it is a ball, it is an orange ball'. This consolidates children's understanding and extends their vocabulary very effectively. Staff fully understand the importance of asking open-ended questions to encourage children to think and they give them time to reply. For instance, one staff member asks a child 'what is he eating?' as they observe horses at a nearby stables. Older children have regular opportunities to come together and learn about letter names and sounds in fun ways. For example, they become fully immersed as they pretend ants are walking up their arm as they learn the letter 'a'. This effectively supports children's understanding of phonics and how letter sounds can be used to decode words.

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

Staff have a very good understanding of their role as a child's key person. They give high priority to working closely with parents to ensure they have a good understanding of children's individual needs and how these can be met. This means the care they receive is an extension of their home life. Settling-in visits are tailored to parents' and children's individual needs, which effectively supports children's transition into the nursery. Children of different ages have opportunities to play together. This gives the nursery a family feel and enables younger children to learn from older ones. For example, they copy their

actions as they learn letter sounds. Staff develop close and trusting relationships with children and are very sensitive to meeting their individual routines. For example, when one child needs a sleep he is swaddled in a blanket and given a soft toy, because staff know this helps him to feel safe and secure.

Children learn to behave well because staff ensure they have secure routines and know what is expected of them. As a result, older children know to wash their hands before meal times and to stay sitting at the table until they have finished eating. Children demonstrate confidence and a growing sense of self-esteem. This is because staff are specific with their praise and acknowledge children's efforts as well as achievements. For instance, during a phonics session a member of staff tells one child he is "getting very clever at recognising the letter 'u'". The child beams back in response to the praise. Staff actively encourage children to develop their independence and to keep themselves safe at the same time. For example, children confidently cut up their own banana at snack time because staff have taught them how to use knives safely, so they do not cut themselves.

Staff are very proactive in helping children to follow a healthy lifestyle. For example, they are provided with healthy meals and snacks, such as pasta in a tomato sauce for their lunch and fresh fruit for their snack. As staff change the nappies of very young children, they explain they are doing this to make them clean and comfortable again. They encourage children to clean their hands afterwards with hand sanitizer, which means children effectively learn about following good hygiene routines from a very young age. Staff enable children to have access to the outdoor area each day. They ensure they wrap up warm when it is cold, which means children develop a positive attitude to being outdoors and benefit from lots of fresh air. Children have good opportunities to develop their physical skills through a variety of activities. For example, staff enthusiastically engage them in running races and enable them to climb the small tree in the garden. This means children gain good control of their bodies as they negotiate spaces, learn to adjust their speed and learn to stop safely.

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

The owner/manager has a good understanding of the requirements of the Early Years Foundation Stage and meets these very successfully. She ensures staff attend training so they are confident in their understanding of child protection issues. The recruitment and vetting of staff is robust, which means their suitability to work with children is thoroughly assessed. Good attention is paid to monitoring staff's performance and encouraging them to develop professionally. For example, the owner/manager works alongside staff which means she is able to observe their practice first-hand. She offers advice where necessary, to improve the quality of teaching. Appraisals are used to enable all members to reflect on, and discuss their professional development and identify the benefits of any further training. This in turn improves the outcomes for children's learning.

The staff team is well-organised and all members carry out their duties very efficiently.

This means children are supervised effectively and supported well in their learning. Children are able to move about the nursery freely and safely because staff give high priority to ensuring any risks to their safety are minimised effectively. Premises are kept secure which means no unauthorised person can gain access. The quality of the service is monitored very effectively and there is a good commitment to continually improving this. For example, the educational programme is discussed regularly to ensure all areas are being covered effectively and that there are no gaps in children's learning. Staff, parents and children are all consulted on a regular basis to ensure their views of the service are known and responded to. For example, staff highlighted the need to improve communication with parents in terms of children's health needs. As a result, the registration form was amended to gather more information about any prior illnesses children have experienced. This means staff are able to assess what a child may be suffering from if they become ill in their care. Children are regularly encouraged to look through resource catalogues and to help choose new items that are of interest to them. This effectively helps them to take ownership of the nursery.

Staff give high priority to working in partnership with parents. Information parents receive is clear and easy to understand and available in numerous forms. For example, a welcome pack and regular newsletters are provided. Daily discussion and individual diaries are used effectively for the sharing of ongoing information. Parents' comments about the nursery are very positive. They praise staff's commitment to the care of their children and the advice and support they provide. The nursery has good links with other settings children also attend. Ongoing discussion is used to identify any concerns about children's developmental progress. Ideas as to how children can be supported consistently across the settings are then decided upon and implemented.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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 action. 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	EY450732
Local authority	East Riding of Yorkshire
Inspection number	884496
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	22
Number of children on roll	43
Name of provider	Carly-Jane Meggison
Date of previous inspection	not applicable
Telephone number	07812 559560

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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, which are usually the childminder's 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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