

Poppies Day Nursery

Sugar Pit Lane, Knutsford, Cheshire, WA16 0NH

Inspection date

Previous inspection date

29/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

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	3

The quality and standards of the early years provision

This provision is satisfactory

- Staff are enthusiastic and motivate children's learning well through effective use of open-ended questions. Consequently, children are eager to learn as they sit and listen to stories and their language is developing well.
- Behaviour is managed effectively through the consistent boundaries set. Children respond well, sharing the toys with their friends and the good use of praise by staff develops their self-esteem well.
- Effective monitoring of children's progress ensures they are all making good progress in their learning and enables staff to target intervention where needed.

It is not yet good because

- Children's hours of attendance are not accurately recorded on the day of the inspection and for the previous month due to a problem with the fingerprint access system. Therefore, it is difficult to assess how ratios have been adhered to in the past month.
- Staff do not take full account of children's learning in the home when they first start in the nursery to build on what they know, and children with English as an additional language are not given a wide enough range of opportunities to see and use their home language in their play.
- All staff in the baby room are sometimes involved in cleaning tasks and so are not always available to provide good quality interactions to promote learning and there is not enough free choice to resources for babies.

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.

Inspection activities

- The inspector looked at a range of documentation including the safeguarding policy, attendance records for children and training certificates.
- The inspector spoke with the staff about the daily routines, safeguarding procedures and children's learning and looked at children's assessment records and planning documentation.
- The inspector observed activities in all rooms, including in the outside area and carried out a joint observation with the manager.
- The inspector took account of the views of parents following discussion with four parents on the day of the inspection.

Inspector

Val Thomas

Full Report

Information about the setting

Poppies Day Nursery was registered at its current premises in 2013 on the Early Years Register. The nursery operated previously in nearby premises and under different ownership since 1996. It is situated in a converted Victorian house in the Knutsford area of Cheshire and is managed by J & D Salmon Limited. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 15 members of childcare staff and three support staff. Of these, eight childcare staff hold appropriate early years qualifications at level 3, two have early years qualifications at level 4, two have foundation degrees in early years, one has Qualified Teacher Status and the manager has Early Years Professional Status.

The nursery opens Monday to Friday all year round, apart from a week between Christmas and New Year. Sessions are from 8am until 6pm or two half day sessions from 8am until 1pm and from 1pm until 6pm. Children attend for a variety of sessions. There are currently 75 children on roll. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- keep a daily record of children's hours of attendance so that it is clear that staff to child ratios are adhered to at all times.

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

- enhance the system for sharing information on children's development when they first start at the nursery to enable staff to build on their learning and development
- increase opportunities for children with English as an additional language to develop, see and use their home language in their play and learning, to help them make the best possible progress
- arrange cleaning tasks in the baby room so that there is always a staff member available to support children's learning and extend the accessibility to resources to offer more free choice for babies.

Inspection judgements

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

Staff know the children in their key group well. As a result, they are able to support their learning and development effectively. They offer good support for children with special educational needs and/or disabilities and staff are able to provide individual attention where needed through additional funding. This enables targeted intervention to ensure all children make good progress in their learning and development. Staff have a clear knowledge of the prime and specific areas of learning and plan activities based on children's interests and the next steps in their learning identified through observations. As a result, children are making good progress in their learning. There is planning in place in all rooms with the prime areas focussed on for the younger children and all areas are planned for the older children. Activities offer good challenge and the effective use of open-ended questions promotes children's language well. Staff record regular observations of children's achievements in the child's observation book, and every three months their progress is clearly assessed through the use of guidance documents. The progress check at age two is completed for children in the Rainbow room and these checks are shared with parents to ensure children's needs are fully met.

The key person gathers information from parents relating to children's care needs and routines when they first start and these are displayed so that all staff are aware and can effectively support the children in their care. However, information is not always actively

shared regarding children's starting points in their learning to enable staff to build on their learning and development and one parent spoken to during the inspection thought this would be beneficial. There are good systems in place to share information with parents about their child's care and learning on a daily basis. Sheets are given to parents, which include details of the activities their child has engaged in and how their care needs are met each day. Parents spoken to say that 'staff are brilliant' and that they feel fully informed about their child and how they are progressing. The children's observation books are sent home every three months so that parents can view the observations and the summary of their child's development. This sharing of information supports children's learning and development effectively.

Staffs' enthusiastic approach with children and the wide range of resources available means that they are engaged and interested in their play and are making good progress in their learning. Children's language skills are promoted very well and staff engage in their play effectively for the majority of the time. Babies attempt to say words when playing with the coloured shapes outside. They try to say 'butterfly' as they copy the staff, with lots of praise given and they are confident to say 'quack quack' when they see the duck. However, on some occasions when both staff present are involved in cleaning tables and chairs after snack time, there is no one available to sit with the babies to promote their learning. Children in the Rainbow room eagerly listen to the story, anticipating what will happen on the next page when asked. They join in with the words 'we're not scared' and moving their arms as they say 'swishy, swishy'. Older children show very good listening skills as they sit and answer questions about the story of the sheep, which develops their thinking skills well. They have lots of fun as they join in with songs, such as 'There were 10 in the bed'. As a result, children are making good progress in their language development and are able to engage in conversations with adults. Children with English as an additional language are developing their language as they begin to say a few basic words. However, staff do not always extend this further by providing opportunities for these children to use and view their home language in the nursery, such as labelling items, using dual language books and obtaining key words that children use in their own home.

Children are prepared well for their transition to school. Older children in the Starlight room are encouraged to write their own name and to listen to the sounds of letters and they are learning to recognise numbers 10 to 20. During play children develop their understanding of mathematics successfully. Children in the Sunshine room enjoy the playful interactions with staff as they play in the water, saying, 'nine, ten' as they empty and fill containers and call out 'ready, steady, go' having lots of fun. Older children count how many star-jumps they can do and count up to six when they take the steps to stand on the coloured circle. They know how many cups they need so that each child has got a drink. Children show good interest as they experiment with the sand, seeing how much they can put on top of the leg of the sand tray before it falls off. There is a good range of sensory play for children to explore, such as pasta, foam, and cornflour and water mixed together. Children eagerly tell the inspector how they put their hands in the mixture and let it drop off their fingers. They develop their understanding of the world through outings to the local library and visits to the park to feed the ducks. Older children who are leaving to go to school are taken on larger outings, for instance, they recently went to an activity farm. They develop their understanding of technology by using a digital camera to take

photographs and have access to the computer. Children play outside on a regular basis which helps to develop their physical skills well and engage in physical activities inside, such as through music and movement sessions provided by an external company.

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

The nursery is fully inclusive where all children and their families are welcomed and supported. The successful settling-in procedures implemented in partnership with parents ensure children are happy and settle quickly into the setting. Parents spoken to as part of the inspection said that staff are very flexible to meet the needs of the child and parent, and additional visits are accommodated if needed. Regular information sharing on a daily basis ensures staff are able to meet the care needs of children in order to promote their well-being effectively. The key person system is effective and helps children to develop strong and positive relationships with staff. They are confident to express their needs, such as when they want to go to the toilet. Staff have been proactive in supporting the transition of children from the previous open-plan building to the new premises and parents have also been fully involved. There are clear systems developed to support transitions from room to room and the key person plays an important part in this, sharing information with the new staff and supporting the child in making the move. Links with schools that children will attend are good and teachers come into the nursery to observe the children and talk to staff regarding the child's progress. Consequently, children are well supported to help their transitions go smoothly.

The nursery offers a very clean and welcoming environment for children with a good range of resources to stimulate children's interest. Children have their own age-appropriate room, which helps them to feel secure and settled in the nursery. The outdoor area is fitted with artificial grass with different thicknesses so that equipment can be placed where it is most safe. This enables children to play safely and the good drainage ensures maximum use. Accessibility to resources is good in most rooms and this develops children's independence well. Children are able to pull the boxes off the shelving unit so that they can help to tidy the toys away and they are able to make choices in their play, getting the cups and plates out of the kitchen unit in the Sunshine room. In the baby room, staff set toys out based on children's interests, such as the treasure baskets and the animals. However, they do not offer any other toys within easy reach so that babies can make their own choices. Children gain an understanding of a healthy diet as they create their plates of food with collage materials to represent carrots, blueberries and bananas. They learn that they need to brush their teeth because their 'teeth will rot'. Menus offer a nutritional and balanced diet and advice is sought from the, 'Children's Food Trust'. Clear hygiene routines are implemented for children and staff with regard to meal times and bathroom routines. This ensures that children are aware of how to promote their own good health.

Children are making good progress in their physical development as they play indoors and outdoors. Young children are confident to climb the steps on the small climbing frame and crawl through the tunnel to go down the slide. They have lots of fun as they propel themselves along on the sit and ride toys and happily splash in the water on the trays. Staff ensure children learn how to keep themselves safe by explaining to children that

they should not run inside as they may fall and make sure that children do not push each other and hold on to the handrail as they go down the stairs to play outside. Staff are alert to ensuring that children have sun cream applied to protect their skin. This ensures children can play safely when outdoors in the sun. Behaviour is managed very well and staff ensure that consistent boundaries are set. For example, when children are playing with the parachute, staff make sure that they listen and respond appropriately when they are asked to shake it slowly and not to make loud noises as some children do not like this. Younger children are encouraged to share the toys and not to take them off each other. This enables children to play cooperatively together and promotes a harmonious environment. Consequently, children's personal, social and emotional development is fostered well.

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

This is the first inspection for the nursery as it is under new ownership, although the staff and many of the children have come from the previous nursery. Security of the nursery is good and access is monitored at all times by staff. The majority of the requirements are met in relation to documentation. Records for accidents occurring on the premises and any medication administered contain all required information and they are shared with parents to ensure the welfare of children. Children's attendance is currently recorded through a system of marking children in and out of the nursery with a tick. However, the provider has failed to ensure that a record of the actual hours of attendance for children is kept at all times, which is a safeguarding and welfare requirement of the Early Years Foundation Stage. This has resulted in an overall judgement of satisfactory for the nursery. Previously, the nursery had a fingerprint entry system, which recorded the times of arrival and departure as it was linked to the computer system. However, this has not been in operation for the past month and no records of the times of arrival and departure are in place. Consequently, in the event of a concern arising, the provider would not be able to confirm how the staff to child ratios are adhered to, so that children's safety is assured.

All areas are safe within the building and in the outside area and risk assessments are in place for all areas and any outings undertaken. The supervision of all children is effective both indoors and outdoors and children are supported well when using the climbing equipment. This enables children to play safely at all times. On the day of the inspection ratios were met and there is a high level of qualified staff working at the setting. There is a clear programme of professional development planned for all staff to ensure children's care and learning is effectively promoted. All staff receive training in relation to the Early Years Foundation Stage and all have a current paediatric first aid certificate. Other training includes, health and safety and baby sign language. There are robust recruitment procedures in place to ensure suitability of staff is established and a Disclosure and Barring Service check is in place for all those working in the nursery. This ensures the protection of children. There are clear induction procedures implemented and this ensures staff are fully aware of the policies and procedures.

Effective safeguarding procedures are implemented and discussions with staff show that

they have a secure knowledge and understanding of child protection issues. This helps to ensure children are safeguarded. The comprehensive range of written policies and procedures ensure the appropriate organisation of the nursery. The self-evaluation processes are suitable and there is clear monitoring of staffs' assessment of children's progress to ensure they are accurate and planning is regularly viewed to ensure there is depth and breadth across the seven areas of learning. There are supervisions implemented for all staff, which are used to identify how well children are progressing and if any additional support is needed for the child. Questionnaires are given to parents after the settling-in period and as children are leaving and daily discussion takes place to gather their views, which feeds into the evaluation process.

Partnerships with parents are developed successfully and they are kept well informed about the provision through the welcome pack they are given when their child first starts at the nursery and any policies that are reviewed are reissued. Parents spoken to on the day are very positive about the nursery and the care and education that is provided. They comment that their child is happy at the nursery and that there is a good exchange of information both on a daily basis and through the reports sent home every three months. One parent said that they could see how well their child has developed and that their talking is much improved. Staff work very well with other agencies, such as the child development centre, to ensure that all children's needs are met and implement specific activities to help those with special educational needs and/or disabilities. Staff have received specific training to enable them to ensure a child's dietary needs are met. As a result, children's individual needs are met effectively and staff are able to help them develop and make good progress in their learning.

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	EY458012
Local authority	Cheshire East
Inspection number	904412
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	39
Number of children on roll	75
Name of provider	J & D Salmon Limited
Date of previous inspection	not applicable
Telephone number	01565 977998

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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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