

# Poppets Children's Day Nursery

Park End Primary School, Overdale Road, Middlesbrough, Cleveland, TS3 0AA

<b>Inspection date</b>	29/05/2013
Previous inspection date	12/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Staff have a good knowledge and understanding of the Early Years Foundation Stage. They ensure children's individual next steps are included in the planning of activities, therefore, children make good progress in all areas of their learning and development.
- Children's interests and needs inform the planning and they are offered a wide variety of activities. The key person system is also used extremely well, meaning that practitioners and families can work together to promote children's learning and well-being.
- Good relationships with parents help children to make progress, as the staff work effectively with parents to ensure a joint approach to children's learning to promote the importance of the home learning environment.
- Partnerships with local schools, external agencies and specialised professionals are effective and fully support all children's needs and make their transition a seamless and positive experience.

### It is not yet outstanding because

- On some occasions, staff do not always ask questions that provide children with ways to think critically or allow sufficient time for them to think before they answer.
- There is scope to further develop children's imaginations and self-expression by providing them with a wider range of dressing-up clothes in the home area.

## 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 observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector spoke with the nursery manager, staff and children throughout the inspection.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through written questionnaires sent out by the nursery and from the setting's self-evaluation form.
- The inspector conducted a joint observation with the nursery manager.

## Inspector

Janet Fairhurst

## Full Report

### Information about the setting

Poppets Children's Day Nursery was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of nine nurseries run by the Nunthorpe Nurseries Group. The nursery operates from three rooms in a purpose-built setting in the grounds of Park End Primary School in Middlesbrough. Children have access to a secure outdoor play area. The nursery serves both the local and wider communities.

There are currently 76 children on roll, of these 67 are in the early years age range. The nursery provides funded early education places for two-, three- and four-year-olds. It is open each weekday from 7.45am to 6pm, all year round, with the exception of public holidays. Out of school care is also offered from 7.45am to 8.55am and from 3pm until 6pm during term time and from 7.45am to 6pm during school holidays. The nursery supports children with special educational needs and/or disabilities and also supports children, who speak English as an additional language. There are nine members of staff including the manager, who work directly with the children. All of the staff hold appropriate early years qualifications at level 3. The nursery receives support from the local authority and is part of the onsite children's centre.

### What the setting needs to do to improve further

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

- support staff to further extend their knowledge of how to enhance children's critical thinking and encourage them to give the children time to think and talk during such occasions
  
- extend further the range of dressing-up clothes and props to encourage children's imaginary role play adventures, for example, by adding shirts, shoes, hats, scarves and different lengths of fabric.

## Inspection judgements

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

Staff demonstrate a good understanding of the Early Years Foundation Stage. They plan well for children's future learning by using their observations of the children and information they gain from parents when children first start. Detailed planning shows that the nursery is committed to ensuring that the uniqueness of every child is at the centre of

the activities that are offered. Assessments and systems to track children's progress over time are thorough and accurate. Observation sheets record detailed notes of what children can do and what the next steps in their learning should be and make a valuable contribution to planning activities. Consequently, children make good progress towards the early learning goals, considering their starting point, age and capabilities.

Children are very confident and show great interest in all they do. For example, at the sand tray, a small group of children play cooperatively taking turns to scoop the sand into their buckets. During the activity, staff introduce words, such as 'full' and 'tallest', to extend the children's vocabulary. However, they are less inclined to ask questions to make children think critically. For example, about how they could compare the size of the buckets. On the occasions, they do ask open-ended questions, they do not always provide children with sufficient time to think and respond. This lessens the chances for children to express and explore their thoughts.

Resources and activities are well suited to children's interests and effectively challenge and stimulate them. For example, babies actively engage in their play and take great pleasure in banging with the wooden spoon. They handle the length of chains, listening intently to the sound it makes as they throw it on the tray. Older children's communication, language and literacy skills are developing appropriately. They are eager to participate in conversations and begin to negotiate and take turns when speaking. They are keen to express their wishes and confident to talk to visitors to find out what they are doing at their nursery. Babies' early communication skills are successfully enhanced as staff sing lots of songs and rhymes, which they thoroughly enjoy as they clap and join in with the actions. Staff show high regard to promoting inclusion for all children. They offer good levels of support to children, who have special educational needs and/or disabilities. This means that all children make good progress in their learning. Staff make every effort to support children, who are learning English as an additional language. They encourage children and parents to share information and familiar words and display words written in children's home language. This helps all children and parents to feel involved and valued while effectively promoting children's communication skills. This gives them some of the necessary skills in readiness for school.

Children's mathematical skills are successfully enhanced as staff count with them during everyday routines and talk about shapes and size during play. Children are effectively supported in developing skills in information and communication technology as they learn to use the smart board and operate the computer mouse. Children re-enact real life experiences as they use real food and containers in the home corner. For example, staff introduce potatoes and help children to peel the skin. Children's natural curiosity is promoted well as staff do not deter them when they ask if they can taste the raw potato. This develops into enthusiastic discussions around the taste and texture of the potato and children are keen to express their likes and dislikes. Children regularly use the interesting home corner. However, there is few dressing-up resources available for them to help expand their imaginary role play. Staff help children to learn about and accept difference by providing activities and discussing special cultural and religious events throughout the year. For example, children make their own lanterns when learning about Chinese New Year. Children have plenty of opportunities to acquire good physical coordination because there is a free-flow emphasis, incorporating indoor and outdoor play, weather permitting.

Here, they can climb, ride wheeled toys, dig and build with crates and blocks.

Through the completion of the good quality information regarding children's starting points, parents contribute what they know about their child with the key person. Daily discussions with parents regarding their child's progress and a culture of working together to assess and contribute to each child's learning and development record, results in a consistent approach between the nursery and home.

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

Children show that they feel very secure in the care of all staff at the nursery as their well-being is at the heart of nursery practice. Good settling-in procedures ensure that staff obtain relevant information about parents' wishes, children's preferences and their routines, during short visits. This supports children's transitions into the nursery very well. The information is then reviewed on a regular basis to ensure that all details are up to date. Parents of babies are also encouraged to regularly communicate their babies' needs through daily diaries. Consequently, the children's needs and parents' wishes can be continually met. 'My family' and photograph books provide a link to home for the children, where family members and pets and even favourite toys can be discussed. An effective key person system means that children enjoy strong bonds with attentive staff, who are responsive to their needs. As a result, all children are confident and motivated to explore the learning environment. This means that they feel emotionally secure and are actively engaged in their learning.

Children are cared for in age-appropriate rooms that are bright, with attractive displays of children's photographs and creative work, which help to develop their self-esteem and sense of belonging. A good range of resources are accessible to all children and this enables them to make good choices in their play. Children are learning to be independent as they put on their own coats and freely access the good selection of well-labelled toys and resources.

Children are well nourished as they are provided with a range of healthy and nutritious snacks and meals with their individual allergies and dietary needs adhered to. Children have time to eat at their own pace and mealtimes are social occasions where staff and children sit together and talk about what they have been doing. Children adopt good personal hygiene routines and many deal with their own personal needs without prompting, further developing their independence. They develop very healthy lifestyles as they embrace the regular opportunities they have to play outdoors in all weathers. For example, they show confidence as they use the large climbing apparatus. They have fun splashing in the puddles and race to collect the rain water using pans, in order to make their puddles even bigger. In addition, they go on outings to the local parks and play areas, enabling them to explore a broad range of outdoor play equipment. There is a strong focus on developing children's confidence and self-esteem. Behaviour is managed well by staff, who provide consistent boundaries and use purposeful praise to support young children. Consequently, they understand what is expected and are able to play cooperatively and harmoniously together. This is good preparation for their transition to school. Children learn about safety through everyday practices and routines. They take

part in regular emergency evacuation drills, which help them to act in a safe manner. Alongside this, children are reminded to be careful during play and staff use outings to reinforce road safety rules.

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

The manager and the staff team are very aware of the welfare, safeguarding and learning and development requirement of the Early Years Foundation Stage. Children are well safeguarded because staff are vigilant and understand safeguarding issues and how to put procedures into practise. Robust recruitment and vetting procedures ensure that all adults are suitable to work with children. Children are kept safe in the nursery as the premises are fully secure and visitors are monitored and recorded. Comprehensive risk assessments are in place to fully consider safety in all areas children come into contact with. There are procedures in place to be followed in the event of a concern being raised, which ensures that children are safeguarded. Staff receive a clear induction and an appraisal system is in place to highlight potential training and developmental needs. The educational programmes are monitored efficiently by the manager, to ensure the nursery and the outdoor environment provide a broad range of learning experiences across the seven areas of learning.

There are good relationships with parents, who value the service provided and are quick to acknowledge the progress their children make. Information is exchanged with parents using a variety of methods and many make valuable contributions to their children's 'learning profiles'. This supports children's continuity in learning very well. The nursery works very closely with the neighbouring school and other schools in the locality. Staff share relevant information regarding children's progress, which develops their understanding of children's interests and progress, building on what children already know and can do. Transfer documents and visits are used effectively to ensure children make a smooth transition to nursery and school. Staff also work well with relevant professionals to gain appropriate support for children and parents as needed. For example, speech therapist visits are encouraged and individual learning plans are used to assist individual children as required to support their individual needs and development.

An effective system of self-evaluation is implemented and areas for future development are accurately identified and addressed. The nursery uses the information to set clear targets and action plans for improvement. For example, they aim to complete the local authority Quality Assurance Scheme to help further enhance the skills and practices in the nursery. The recommendation from the previous inspection has been fully addressed and has had a positive impact on the provision. For example, there is now a useful system in place for identifying children's individual learning and progress towards the early learning goals.

### **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

<b>Unique reference number</b>	EY317086
<b>Local authority</b>	Middlesbrough
<b>Inspection number</b>	915157
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	51
<b>Number of children on roll</b>	67
<b>Name of provider</b>	Nunthorpe Nurseries Group Ltd
<b>Date of previous inspection</b>	12/05/2011
<b>Telephone number</b>	01642 314 363

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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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