

Poppits Day Nursery

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

Inspection date	04/11/2013
Previous inspection date	15/10/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 individual needs are well supported by staff who build trusting relationships with children and parents to fully meet children's needs.
- Children's communication and language and understanding of their immediate world is well supported by staff, who use good teaching methods.
- Staff are very successful in helping children develop independence, and develop in all areas of learning through sensory play
- Leaders are committed to supporting staffs professional development. This leads to a continuously improving provision.

It is not yet outstanding because

- Staff do not fully involve children in reviewing and planning for their own learning, which reduces opportunities for children to decide on what they want to learn about.
- The setting is not very well-resourced with technology equipment, so children have fewer opportunities to develop skills for their future learning when they start school.

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 part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and the quality of teaching practice in all three age groups and of pre-school children in the garden.
- The inspector spoke to a number of parents and staff and took account of their views.
- The inspector held a meeting and carried out joint observations with the provider.
- The inspector sampled a range of records and documentation relating to safeguarding policy and practice, staff suitability and children's progress and development.

Inspector

Amanda Tyson

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. There is an enclosed garden for outdoor play. The nursery is open each weekday from 8am until 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register and voluntary part of the Childcare Register. The nursery caters for children from babies to starting school age. There are currently 43 children in the early years age group on roll, some in part time places. The nursery currently supports children who are learning English as an additional language. There are 11 members of staff, ten of whom hold appropriate early years qualifications. The nursery also provides crche facilities for children whose parents use the leisure centre facilities from 9.15am to 10.15am or 10.15am to 11.15am. Parents are required to pre-book these sessions.

Inspection judgements

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

Staff's knowledge of the seven areas of learning is secure. They plan and provide, overall, a good range of adult-supported activities and opportunities for children to follow their own interests. Staff fully understand their key person responsibilities, for instance to support children's personal, social and emotional development. This helps to ensure that children feel confident and are ready and able to engage in play and learning. Staff carry out regular observations and complete precise assessments on children, including the formal progress check on children age two years. Assessment begins with staff identifying their abilities and needs when they enter the nursery. Every child has an individual play and learning plan, which staff draw up and regularly review with parents. However, this means that goals set for the children are adult-determined, albeit based on what adults know and learn about children from this information. Older children show they are capable of reviewing and planning their own progress but are not included in this process. Nonetheless, any gaps, such as in speech and language and levels of concentration, are quickly identified and targeted in readiness for school. Staff note children's interests and use this information to extend activities. For example, after making a large three dimensional space ship staff introduced children to planets to broaden their learning further. Staff support the progress of children learning English as an additional language well by asking parents for a list of key words in their first language, which staff make sure they pronounce properly. They also use a wide range of visual aids, which helps to assist communication.

Staff provide the youngest children with a wide range of sensory play activities to support all areas of development. For example, babies discover shape, size and weight as they explore treasure baskets of everyday objects. They strengthen their hand skills as they experiment with wet sand, cornflour and water to make 'gloop' and make marks with oval shaped chalks. Staff display a wide range of pictures around the nursery to prompt

children to talk. For example, babies recognise familiar objects and people on laminated photographs. Children talk excitedly about the diggers and fire engines displayed on giant screens. Displayed photographs of children engaged in nursery activities encourage children to recall past nursery activities. Staff use pictures provided by parents to help children to learn about each other's lives outside nursery. They use puppets and props to support children's listening in and understanding and speech and language development. For example, staff tell the story of the 'Three Little Pigs', while children use straw, sticks and bricks, with a pig and a wolf puppet to act out the story. Staff teach children how to link letters to sounds by encouraging them to play with words and make up rhymes, such as 'mouse in the house' and 'mole in a hole' using puppets.

Staff take children out into the community very regularly so that they learn first-hand about their immediate world. For example, toddlers love to see all the emergency vehicles pass by. Pre-school children enjoy buying stamps to post letters to parents. They are helped by staff to notice the features of buildings. Once back in the nursery they observe the difference of old and new buildings displayed in magnificent pictures on the wall in the home corner role play area. All children enjoy trips to parks and the library. Children learn about the natural world through nature walks, for instance to collect autumn leaves, as they find worms underneath tree stumps and build a bug hotel with staff. Younger children have access to a range of early technology toys, but the nursery is not well equipped with resources for older children. The nursery computer has recently broken and resources such as the camera are not consistently accessible to children, for example, to record their discovery of a family of worms. With the exception of some skills in using technology children are very well prepared for school. Four year olds have a good understanding of number and shape, recognise and write their name and link letters to sounds. Children communicate confidently and articulately.

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

Staff establish a strong and trusting relationship with their key children and parents. Children are helped by their key member of staff to settle in to nursery life by a gradual parent separation process. This begins with parents staying with children for play sessions before starting to leave them for increasing periods. Parents say children are so keen to attend they ask to come on their days off. Babies show that they feel secure and happy as they move freely around exploring and experimenting with resources. Older children confidently suggest ideas for play and activities and are keen to help with routine tasks, such as laying the table for lunch. Children behave very well most of the time. Staff generally handle misbehaviour effectively by telling children what they want, rather than do not want, them to do. For example, when a young child attempts to stand on a tambourine staff ask them to shake it and give a demonstration. Staff celebrate children's achievements by prominently displaying their work and praising them in front of other people, including their parents.

Children are cared for in a warm, welcoming and, overall, well-resourced environment. The play rooms, particularly for the children aged two to four years is very welcoming and stimulating. For example, staff display an assortment of posters and pictures of everyday

life, along with a well-equipped home corner to engage children's interest. Children take part in a good range of physical activity both indoors and outdoors which helps to keep them healthy. For example, children go on nature walks and visit play parks with climbing apparatus. Indoors they enjoy parachute games, riding trikes and music and movement. Children quickly develop independence skills. For example, babies feed themselves competently using spoons and older children serve their own meal portions and scrape their own plates. Children thoroughly enjoy their healthy fruit snacks and cooked lunch. Staff work in strong partnership with parents to meet children's care needs. For example, staff enable babies to sleep at times consistent with their home routines. Staff help parents through the challenges of toilet training children and in overcoming food anxieties. This helps to promote children's well-being effectively.

Staff teach children road and dog safety and about stranger danger when they are out and about in the community. They also teach them about fire safety when they practise the emergency evacuation procedure. Children walk calmly holding rings attached to a rope when they are outside the nursery and know to be cautious when crossing through the leisure centre car park to get to the outdoor play area. These procedures clearly raise children's awareness of personal safety. The three play rooms are all interlinked and children have numerous opportunities to mix together throughout the day. As a result, younger children cope easily when they move rooms because the children and staff are already very familiar to them. Older children are helped to prepare emotionally for children through circle time discussions about their new school and by staff who invite teachers to visit the nursery before the end of term.

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

The provider demonstrates a highly secure knowledge and understanding of the safeguarding and welfare requirements. Recruitment procedures involve a Disclosure and Barring Service check being completed and references thoroughly checked before staff start working with the children. There are clear procedures in place for notifying Ofsted of significant events or incidents, for dealing with allegations against staff and with regards to the use of cameras and mobile phones within the nursery. The provider and deputy manager have completed child protection training for leaders. Staff complete external training every three years and in the interim complete online training. Staff keep alert to safeguarding issues by discussing possible scenarios and research at team meetings. The team are all very clear about the procedure to follow if they are concerned about a child. The provider is particularly conscientious in carrying out risk assessments. For example, staff supervise children closely as they play in the playhouse to help ensure that they behave safely when together in a confined area. The nursery environment ensures that staff do not work alone with children. Procedures for keeping children safe on outings and for minimising the risk of children accidentally consuming foods they are allergic to are very well thought through and implemented. Sleeping children are closely monitored by staff who remain in the room when children are sleeping.

The provider ensures that staff receive good quality professional development support

from herself and the deputy manager. Staff have an annual appraisal which is reviewed mid-year. In-between appraisals staff meet with either the provider or deputy to review their planning for individual children and general staff performance based on managements' focused observations of staff practice. A key strength of the provider is her commitment to sourcing and funding external training for the staff. For example, the nursery special educational needs coordinator attends training updates every few months. All staff have recently completed recent training to strengthen their planning and practice for outdoor play, communication and language development and managing children's behaviour. Management have a clear understanding of the characteristics of high-quality teaching practice and are striving to achieve all round excellence through mentoring and coaching. This helps to achieve very good outcomes for children.

Management regularly sample children's assessment records to ensure children are being best supported to make progress. The special educational needs coordinator and management are knowledgeable about the sources of help available to support children where gaps in achievement are identified. Staff actively encourage parental involvement in children's learning. For example, children take books home to share with parents, make play dough to use at home, and pizzas to cook at home. Parents are kept informed about children's progress through twice yearly summary reports and parent consultation evenings. Regular newsletters provide information about operational matters and special activities. Parents hold the nursery in very high regard and talk fondly about their child's key-person. Parents describe how quickly children become secure in the environment, develop independence skills, and overcome developmental delay or difficulties. New parents say they greatly appreciate the advice and guidance staff offer for them to support their child's learning and development at home.

The provider demonstrates a highly committed attitude to driving improvement. Current plans are focused on improving the outdoor play area by having a high-quality wooden playhouse and all-weather cover erected. Future plans include exploring the possibility of training staff to deliver specialist outdoor play teaching methods. The provider fully involves staff and parents in her self-evaluation process and is beginning to identify ways to involve children more deeply in these processes. The team demonstrates a strong capacity to sustain ongoing improvement.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	938911
Type of provision	Full-time 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	15/10/2012
Telephone number	07958331414

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

