

Poppins Day Nursery

2 Alexander Road, WORCESTER, WR2 4AJ

Inspection date

24/01/2014

Previous inspection date

07/01/2009

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

- The nursery provides an exciting range of stimulating activities and teaching is very good, which means children make good progress.
- A well-established key person system helps children form warm and secure attachments, promoting their well-being and independence.
- Children are well safeguarded due to robust recruitment and vetting procedures and staffs understanding of their roles and responsibilities in protecting children in their care.
- Staff work very well as a team to evaluate and improve all aspects of the provision. They are exceptionally well monitored and supported in their professional development by the management team, which means children's learning opportunities continually improve.

It is not yet outstanding because

- There is scope to further develop the exciting outdoor area, so that opportunities to mark make are fully available.

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 within the nursery play rooms and the outside learning environment.
- The inspector looked at documentation, including a selection of policies and procedures and children's learning records.
- The inspector had a tour of the nursery and spoke to staff and children.
- The inspector conducted a joint observation of an outdoor activity with the manager of the nursery.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the nursery's own parent survey.

Inspector

Amanda Tompkin

Full report

Information about the setting

Poppins Day Nursery was registered in 2008. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a converted bungalow situated close to Worcester city centre. There are currently 39 children attending, who are in the early years age group. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, including two who have degrees in Early Years and Education. The nursery owner holds Qualified Teacher Status. The nursery opens Monday to Friday, from 7.30am until 6.00pm, all year round except bank holidays. The nursery receives funded early education for two-, three-, and four-year-old children. 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:

- enhance the outdoor area, so that opportunities to support children's mark making are fully available.

Inspection judgements

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

Teaching is effective as staff are confident in their knowledge of how children learn and develop. Staff record accurate observations of children's play and use these to plan exciting and challenging activities, which build on their learning and enhance children's experiences. For example, staff identified that boy's language development was not as high as girls, so staff planned role play language activities based on super hero themes. As a result, the boys remain interested and motivated, which supports them in their learning. Transition between rooms is well managed. Children are gradually introduced to the new room with visits which are accompanied by their key person. This ensures children feel emotionally secure during this stage of their development.

Staff have a good knowledge of each child's learning and development need and keeps themselves up to date with their changing interests. Parents are encouraged to continue with their child's learning at home and activities to complete are regularly sent home in nursery newsletters. This supports children's enjoyment and achievements and further embraces continuity of learning.

Babies and young children are supported very well. Their learning environment, along with

all areas in the nursery, is vibrant and stimulating. Wall displays and photographs of themselves and family members are displayed at their level. This promotes an environment where children are helped to develop a real sense of awareness and belonging. Younger babies' learning is fostered through appropriate and sensitive support from staff. For example, during flour play babies, who at first are reluctant to join in, are given cuddles and reassurance until they feel ready to join in. Children are confident with their physical development. Older children confidently dress themselves in suitable clothing to play outside. This means that they can splash in puddles or dig in mud while also encouraging independence, which will help them make smooth transitions to school. Children are very enthusiastic when riding the various wheeled toys, pretending to fill up with petrol as they go. However, while these activities provide well for children's physical learning, the outdoor environment is not maximised to its full potential, as mark making opportunities are not readily available.

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

Children thrive in this welcoming nursery. They are warmly greeted by staff on arrival and settle quickly into the routine. Each child has a key person and a co key person who they form very close attachments to. They get to know children very well and are aware of the characteristics of each child, for example, they know which children are shy around unfamiliar adults and move in quickly to give children support and reassurance. The settling-in period is well-organised, so that key persons get to know children and their parents and share information about their individual needs. Individual routines are followed in the baby room and staff ensure these are carried out to help children settle as quickly as possible. Children are able to visit their siblings in other rooms in the nursery. All of this supports their transition from home into nursery.

Younger children are supported in practicing their newly acquired walking skills; they are given cuddles as they look at books and make the sounds of the animals in the story. They squeal in delight as they play 'peek-a-boo' with a member of staff. All of this helps to promote their confidence and skills in expressing themselves. Older children are very sociable and independent. They are encouraged to take their shoes off and put their wellingtons on before outdoor play. Children are reminded to use their walking feet while indoors and to share the toys and take turns, as a result, children behave well and learn the importance of keeping themselves safe. All of this helps children acquire the skills needed for their later transition to school.

Children's health is supported because the nursery follows good hygiene procedures and practices, which meet the needs of children's physical, nutritional and healthcare needs. Children learn self-care skills as they are encouraged to be independent and complete tasks for themselves, for example, pre-school children brush their own teeth after mealtimes. Healthy eating has a high focus at this nursery where children enjoy a very nutritious and varied menu and daily healthy snacks. All of these are prepared daily on-site by the cook. Dietary needs are well catered for as the cook adapts the meals sensitively, so that children do not feel excluded at mealtimes.

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

Leadership and management of the nursery is strong. They have a good understanding of the welfare, safeguarding and learning and development requirements of the Early Years Foundation Stage. Children are well safeguarded as staff have a very clear understanding of their roles and responsibilities in recognising signs of abuse or neglect and how to pass any concerns on effectively. Other procedures to further protect children, such as, the maintenance of daily records, safe collection systems and seeking all necessary information at registration, are thoroughly carried out. Visual and written records, such as risk assessments and daily checklists, ensure good standards of health and safety are maintained, both indoors and outdoors. There are clear recruitment and vetting systems in place, which ensure all people working with children, are suitable to do so.

The manager has a positive vision for providing a high quality service and is supported well by the owner. They are both fully committed to reflective practice and engaging the views of staff and parents to achieve this. Regular staff meetings are held to discuss best practice and staff are involved in peer-on-peer observation to ensure that the already good quality teaching is continuously monitored and information gained is used to shape staff's professional development in the future. The manager effectively monitors the educational programme to ensure all children are making good progress.

The nursery welcomes advice from other professionals, including the local authority and implements changes that are suggested to enhance their practice. Partnerships with parents are very successful. Key persons spend time with parents at the beginning and end of the day discussing their child's needs and achievements. Consequently, parents are kept well-informed about their children's progress. Parents speak positively about the nursery and the progress their children make. They remark on the friendly staff and how their children love attending. Overall, children are happy, settled and enjoy the time they spend within the welcoming and happy environment.

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	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	EY378870
Local authority	Worcestershire
Inspection number	858503
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	39
Name of provider	Lilliput Farm Limited
Date of previous inspection	07/01/2009
Telephone number	01905748478

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

