

# Poppies Day Nursery Beaconsfield

Harrias Barn, Hedgerley Lane, BEACONSFIELD, Buckinghamshire, HP9 2SD

<b>Inspection date</b>	11/12/2013
Previous inspection date	14/12/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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 form trusting relationships with staff and other children. This helps them to settle well and show great pride in their achievements.
- Staff use effective observation and assessment skills, are well qualified in early years and use their skills and knowledge to promote good outcomes for children.
- Children are confident and enthusiastic learners because staff organise the environment to encourage children's independence skills.
- Management place a strong emphasis on supervising and supporting staff with a clear appraisal and performance management process. They are fully aware of areas for development.

### It is not yet outstanding because

- Staff have not explored further ways to engage all parents in their children's development and learning in the nursery and at home.
- Staff do not always provide stimulating and challenging opportunities for older children to learn more about letters and the sounds they make, to further develop their literacy skills.

## 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 spoke to parents to gain their views and opinions.
- A joint observation was carried out with the manager in the nursery room.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector spoke with the provider, the manager and staff at appropriate times throughout the day.
- The inspector observed staff engaging with children at play.

## Inspector

Rosalind Vahey

## Full report

### Information about the setting

Poppies Day Nursery registered in 2011 on the Early Years Register. It is situated in Old Beaconsfield, Buckinghamshire and operates from two adjacent barn conversions. The nursery is managed by a limited company called Poppies Day Nurseries Limited and serves the local area. There is a fully enclosed area for outdoor play.

The nursery employs 20 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 or above. There is also a general assistant, administration staff and a chef. The nursery opens Monday to Friday, all year round except for a week at Christmas. Sessions are from 8 am until 6 pm, Monday to Friday. Children attend for a variety of sessions. There is a pre-bookable early drop off facility. The nursery receives funding for the provision of free early education sessions for three and four year old children. There are currently 109 children attending who are within the early years age group. The nursery 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 further improve the quality of the early years provision the provider should:

- explore further ways to engage all parents in their children's development and learning in the nursery and at home
- further develop children's growing literacy skills by providing stimulating and challenging opportunities for older children to learn more about letters and the sounds they make.

### Inspection judgements

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

Staff have a good understanding of the learning and development requirements and use their knowledge well to meet children's individual needs. Staff seek information from parents about each child and this enables the key person to know each child's initial needs very well. Staff record observations on individual children and collate the next steps for their key children. This is then fed into the planning of a wide range of exciting activities and experiences, covering all the areas of learning. Each child has a learning journey book which shows their achievements and progress. The children enjoy looking at these to retell their experiences with each other and share their learning. Staff plan a good range of adult-led and child-initiated activities. As a result, children show good characteristics of effective learning when they are playing with each other or joining in planned activities.

Younger children are provided with age-appropriate toys and play materials, placed mostly on the floor or via suitably low containers or tables. Children are actively encouraged to develop their independence and to select resources to develop their experiences through climbing, walking, singing and making marks on sugar paper. This means that young children develop good physical, communication and language skills.

Staff exchange information about children's achievements and learning needs with parents informally on a daily basis and provide opportunities for formal feedback meetings. This enables many parents and the staff to work consistently together. Staff place a high priority on implementing practical suggestions from parents. Questionnaires are sent to parents and many notices are on display in the nursery to keep parents informed. However, there are still some parents who do not have regular opportunities to be involved in their child's learning at nursery or to extend their learning at home. This is because staff have not fully explored different ways of sharing information with these parents.

Children are very happy when they come into the nursery and really friendly and caring staff greet them warmly. There is lots of laughter in all the rooms and children are engaged and interested in all the available experiences. Friendships are evident between many of the children and older children eagerly give each other cards they have brought from home. They look for the initial letter of each child's name so they can place the card in the child's drawer. Children enjoy listening to exciting stories and staff skilfully capture and maintain their attention using intonation and gesture. Older children learn to recognise their own names and the names of other children because they register themselves each day. However, there are fewer opportunities for older children to be challenged in their literacy development for example, by learning more about letters and the sounds they make. Staff create many varied opportunities for children to count, including children who are younger such as counting finger prints in play dough. Children are active learners, whether dressing up as super heroes or playing with the trains co-operatively. Children make good progress in their personal, social and emotional development because staff know them very well and identify when they need more support. Children enjoy expressing their ideas through role play and act out situations which are familiar to them, such as wrapping a doll in blanket and putting it carefully to bed. Staff give children chances to express themselves in circle time and listen specifically to what they say, extending their language well. Staff skilfully engage with children and extend their communication through playful activities and good communication. For example, children enjoy sticking with feathers and staff question them about what they think will happen next. Another staff member when reading a book asks the older children, 'What do you think the sun is going to do to all that snow?' The children all called out excitedly that the snow will melt. These critical thinking skills provide children with a firm foundation for future success in their learning and ensure they are well-prepared for school.

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

There is a very relaxed and happy atmosphere within the nursery. This is because staff are warm and approachable, and children are settled and confident in their surroundings. An effective key person system ensures that all children settle well into the nursery and form close and caring relationships with adults. The key person links with parents and provides effective daily verbal feedback and a written record sheet. Parents are encouraged to share information about their child's interests and emotional needs before their child starts at the nursery. This provides the key person with relevant information as part of the flexible settling-in system for children and families. Transitions between rooms are effectively planned so that children look forward excitedly and confidently to visiting the new room. Staff praise and positively encourage children as they learn and this fosters their growing confidence.

Children develop positive attitudes towards a healthy lifestyle because they have regular physical exercise and have opportunities to play outdoors daily. For example, children thoroughly enjoy playing 'What's the time Mr Wolf?' as they count their steps towards the wolf, including counting in French. The children have healthy snacks and staff promote healthy choices such as offering the children fresh fruits and milk, including plums and banana. Food is healthy and nutritious and drinks are easily accessible. Mealtimes are social events and thoughtfully used by staff to promote children's language skills, table manners and awareness of healthy eating. Staff provide a wide range of activities to encourage children to learn to stay healthy, such as looking after their gums and their teeth through a specific project initiative. Staff help children to learn to stay safe. For example, staff make excellent use of role play to show children how to run outside while listening and looking carefully, and they question children playfully to ensure they understand how to run safely. Children know when they need to wash their hands. They are well reminded by staff who are also good role models for children to follow. Staff support parents with developing children's independence, such as encouraging young children to use a spoon to feed themselves. Staff also pay good attention to developing children's empathy for others by lending the guinea pigs out to children at the weekend so they can care for them at home, learn about their routines and make a record of how they have met the guinea pigs needs.

Children know the routines well. They are very well-behaved and start to tidy up or get ready for meals when they see familiar signs. This sense of security and knowledge of familiar routines contributes very positively to children's well-being and self-confidence. The nursery effectively supports children who have special dietary requirements and medical needs, liaising extremely effectively with parents.

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

This inspection was brought forward following a notification made by the provision to Ofsted. This related to one incident of an incorrect administration of a prescribed long term medication, brought about following confusion over medication supplied in error by a child's parent. The inspector found that arrangements for administering medication are clearly understood and effectively implemented by staff. Since this isolated incident, senior

staff have taken positive steps to swiftly improve their knowledge, refresh their policy, and to put in place steps to prevent any further risk. This means that children continue to be safeguarded and protected in the nursery.

The manager and her staff evaluate the provision regularly because they are ambitious and keen to make further improvements. All required documentation is maintained well and thorough procedures are in place. Visitors are closely supervised and there is a rigorous signing in system with specific guidance for all visitors on keeping children safe. There are robust recruitment and vetting procedures so that all adults are cleared as suitable to work with children. Staff have good knowledge and understanding of local child protection procedures to follow if they have concerns about a child in their care. Both the designated person and all staff have successfully undertaken and completed training in safeguarding children. Senior staff maintain a high priority on keeping children safe by placing this issue on the agenda of their staff meetings. There are clear systems in place to ensure that adult to child ratios are met and often exceeded, which promotes children's safety. For example, the manager carries out daily checks which means that children are safeguarded and protected effectively. Furthermore, parents feel that children are kept safe because staff keep effective records of medicines, accidents and incidents in each room.

The manager is visible in the nursery herself since she routinely observes staff and provides regular feedback on their practice and performance. She places a high priority on staff appraisal and monitors the records kept by staff about children's well-being, learning and development. Staff professional development is actively encouraged and they take advantage of their training to improve aspects of provision in the nursery, such as muddy play. Consequently, staff are effectively supported to promote children's welfare and safety, and children make good progress across all the areas of learning. Individual children who require additional support are effectively identified and supported by strong partnership with other agencies. The nursery has established good links with other professionals and effectively supports the inclusion of children with special educational needs and/or disabilities and those children who speak English as an additional language. For example, the nursery is using a tailored programme to improve children's language skills. They also provide a wide range of multicultural resources such as dolls from other cultures, books in other languages and they celebrate other cultures and beliefs.

## 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

<b>Unique reference number</b>	EY430249
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	941129
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	109
<b>Name of provider</b>	Poppies Day Nurseries Limited
<b>Date of previous inspection</b>	14/12/2011
<b>Telephone number</b>	01494 677116

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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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