

Little Poppets Nursery

Wharf Road, Ellesmere, Shropshire, SY12 0EJ

Inspection date

Previous inspection date

10/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

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	2

The quality and standards of the early years provision

This provision is good

- The quality of teaching is good and stems from staff's accurate assessment of children's learning and progress. As a result, children's progress is consistently good.
- Strong and effective partnerships with parents and other professionals, promote a collaborative approach towards ensuring that all children achieve their full potential.
- Leadership and management are effective and all staff are committed to ongoing improvement, through attending further training. As a result, the staff team are highly skilled and knowledgeable.
- Safeguarding procedures are strong. This ensures that children's welfare is well protected and children are kept safe from harm.
- Children benefit from being cared for by a professional, friendly and caring staff team, in a warm and welcoming environment. As a result, children are well settled, happy and content.

It is not yet outstanding because

- There is scope to further enhance the access to outdoor play for younger children, to maximise their opportunities to explore the whole environment.

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 children's activities, both indoors and outdoors.
- The inspector held discussions with the manager, and talked to children and staff throughout the inspection.
- The inspector carried out a joint observation with the deputy manager.
- The inspector looked at a sample of documents, including policies and procedures, children's records, evidence of the suitability of staff and recruitment procedures.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector

Lesley Bott

Full report

Information about the setting

Little Poppets Nursery opened in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from an old school house in the town centre of Ellesmere, Shropshire. It has an enclosed outdoor play area. The nursery serves the immediate locality and also the surrounding areas, it is open five days a week, from 8am until 6pm, all year round, except on bank holidays. Children attend for a variety of sessions. There are currently 22 children in the early years age range on roll. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. There are five staff working directly with the children. The owner/manager holds a BA (Hons) in Early Years Leadership, the deputy manager holds an Early Years Foundation degree and the remaining members of staff hold relevant childcare qualifications at level 3.

What the setting needs to do to improve further

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

- enhance opportunities for younger children to access outdoor play, so that they benefit fully from experiences outside.

Inspection judgements

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

Staff provide good quality teaching to children who are motivated and enthusiastic learners. The children are effectively supported in making good progress in their learning, by staff who fully understand how to engage children's interests and recognise they learn through play. A clear system is in place to evidence, monitor and track children's learning through comprehensive and accurate observations and assessments. This means that key persons have a clear knowledge and understanding of children's individual learning needs. Planning for children's next steps is based on information gained from the observations by staff, taking into account individual children's ideas and play preferences. As a result, children demonstrate the characteristics of effective learners and make consistently good progress. Staff give a high priority to ensuring that information about activities is shared with parents, so that they can continue their children's learning when they are not attending nursery. For example, details recorded on the planning, helps to inform parents about the learning intention and how the activity can be repeated in different ways at home. This supports children's learning and understanding effectively.

Children enjoy singing songs and they move enthusiastically to music as they play musical instruments. For example, they confidently fill in the missing words from their favourite nursery rhyme. This supports children's vocabulary as they recall and repeat words, and

show an interest in sounds, songs and rhymes. Outdoor play is provided on a daily basis. Consequently, children have opportunities to negotiate the steps and slope, and explore the natural world. They dig and plant flowers and vegetables which they nurture and grow. However, sometimes the routine of the day in the baby room is not flexible enough to ensure that maximum use is made of the outdoor learning environment. Staff, help extend children's critical thinking and learning, for example, they ask 'what happens if...?' Consequently, children go to find where ribbon is stored, to tie onto the triangle percussion instrument, to allow it to hang. This enables them to improve and change the sound.

During activities, staff allow and give children time to think and share their views, as they ask them questions to improve their understanding. For example, staff skilfully develop children's language, as they experiment to see whether the bridge they made is high or tall enough for the car to pass underneath. Staff place a high priority on helping children to acquire communication and language skills, and in supporting their physical, personal, social and emotional development. As a result, children gain the skills, abilities and attitudes that they will need in the next stage in their learning and, eventually, school. Staff join in and encourage children's play as they introduce mathematical concepts outdoors, asking the children to match the numbers on the bicycles and scooters to the numbers painted on the wall. As a result, children's early understanding of matching numbers in various ways is effectively met.

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

A comprehensive and effective key-person system is in place which fully supports children's emotional well-being and self-esteem. Staff offer home visits for children prior to them starting, and flexible settling-in sessions are offered to meet individual children's needs. Parents' contributions are highly valued and play an important part in helping staff to gain the most accurate picture of the children when they first start. For example, parents make contributions, such as photographs, which are added to the children's 'family book'. This is displayed with other books in the room for the children to access freely and talk about their family, as they increase their confidence and self-esteem when they first start. Children are very well prepared for their move into other settings or school. Pre-visits are organised and teachers visit the children in the familiar surroundings of the nursery. In this way, they are aware of children's individual learning styles and needs prior to them starting at the new setting. This fully supports children's emotional well-being.

Children's good health is promoted as they are provided with healthy and tasty snacks, some of which have been suggested by them and their parents. Children have opportunities to develop their independence skills, such as helping themselves to fresh drinking water during the day and setting the table for lunch. Children's healthy lifestyles and dietary needs are met effectively. Lunchtimes are sociable occasions, and children and staff sit down to eat together. Clear procedures are in place through discussions with parents, in relation to children with particular dietary requirements. These are stringently followed to promote children's good health and well-being at all times. Children also benefit from daily opportunities for fresh air and exercise. Older children independently

put on their coats and outdoor shoes in order to enjoy activities outside, the space to explore and being physically active.

Both the indoor and outdoor environment is well equipped with developmentally appropriate resources. A high priority is given to cleanliness and maintenance throughout the premises, and staff implement good hygiene practices to help minimise the risk of infection. Children's understanding of safety is well supported, as they are encouraged to manage their own risks within a safe environment. For example, children understand the need to put toys and equipment away at tidy up time, to make space before getting others out. Staff are very good positive role models, creating an environment where everyone has respect for each other's differences. As a result, children display positive behaviour. They help each other and say 'sorry' and they begin to understand about the cause and effect of their actions.

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

Leadership and management of the nursery is good. The registered person is fully committed to improving practice and monitors staff to further enhance the provision. She demonstrates a good understanding of her roles and responsibilities in meeting the requirements of the Early Years Foundation Stage. All the required documentation is in place and maintained well. Staff have a comprehensive understanding of safeguarding and welfare requirements, and are aware of their responsibility to report any concerns. For example, they are clear about what to do if they have a concern about a child in their care, ensuring children are effectively safeguarded. Ongoing risk assessments and daily visual checks ensure that any hazards are identified and minimised. Effective recruitment and induction procedures are in place, and all staff have undergone the necessary checks to make sure that they are suitable to work with children.

Performance management is undertaken on a regular basis. The monitoring of children's progress ensures that any gaps in individual or, groups of children's, learning are identified straight away. This allows staff to act immediately to ensure that gaps close swiftly and children make good progress. The quality of teaching is monitored through peer observations on staff. This helps to strengthen the quality of teaching further, so that children are able to consistently achieve the highest levels in all aspects of their learning. Self-evaluation is accurate and improvement plans show clearly identified areas for development. The registered provider is clear about plans for the nursery's future, focusing very much on the needs of the children. Staff are effectively qualified for their roles and regularly attend training, to continue their professional development, to improve their practice.

Partnerships with parents and other professionals are strong and contribute significantly to the good progress that the children make. Effective links with external agencies and services ensure appropriate interventions are implemented when required. Feedback from parents is positive. They comment that they like the fact the nursery is 'small, friendly and welcoming' and they refer to the good progress that their children are making in their learning and development.

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	EY467698
Local authority	Shropshire
Inspection number	943825
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	22
Name of provider	Louise Anne Rutter
Date of previous inspection	not applicable
Telephone number	01691 622 922

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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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Piccadilly Gate
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M1 2WD

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