

Mary Poppins Nursery

66 West Drive, Thornton-Cleveleys, Lancashire, FY5 2JG



Inspection date

29 April 2015

Previous inspection date

21 July 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The owner and manager have a very good understanding of the requirements of the Early Years Foundation Stage. Staff implement the policies and procedures with consistency, which means children are kept safe, secure and are very well cared for.
- Teaching across the staff team is rooted in a very secure knowledge about how children learn. Staff have a clear understanding about how the areas of learning are connected. Planning and assessment for children's learning is robustly undertaken and accurately targets each child's individual learning needs.
- Staff know their key children really well. They respond sensitively and quickly to the children's mannerisms, so that children's needs for rest or comfort are quickly attended to. Children have developed strong attachments, which helps them to feel emotionally secure and content while at nursery.
- Staff engage parents fully in their children's learning and assessment. As a result, parents value greatly the care and learning their children receive. The strong relationships formed, mean that staff are sensitively but swiftly able to help parents engage with other services, if any additional support is needed.
- Staff's playful approach, ability to respond to children's play as it develops and skilful open-ended questioning supports children to think critically, and be active, purposeful learners.
- The garden is an interesting and exciting place for children to play and learn.

It is not yet outstanding because:

- Some group activities are not always organised effectively for each child involved.
- Children are not able to readily access writing equipment in all play areas.
- Children are not supported to understand about how different jobs and occupations can be undertaken by either men or women.

What the setting needs to do to improve further

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

- improve the already good quality of teaching by supporting staff to review the planning and organisation of group activities; so that children do not become easily distracted and are able to concentrate more fully
- ensure that children can readily access mark-making equipment in all role-play situations
- strengthen children's understanding about the roles of men and women in today's society, for example, by reading stories and having positive images displayed.

Inspection activities

- Prior to the inspection, the inspector viewed the nursery's self-evaluation document and the last inspection report.
- The inspector observed activities in the six play areas inside, as well as the outside play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection. He also held meetings with the owner and the nursery manager.
- The inspector carried out a joint observation with the manager and one with the owner and manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, and evidence of the qualifications and suitability of staff working in the nursery. He also looked at a range of other documentation, including policies and procedures.
- The inspector checked the arrangements for first-aid trained staff and their deployment.

Inspector

Frank Kelly

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff are experienced and well qualified. As a result, teaching is effective and children make good progress in all aspects of their learning. They have a good understanding how one activity and their role as teacher can provide children with a wide range of enjoyable learning experiences. For example, they help babies share a book, which allows them to develop their communication, physical and emerging social skills. Adult-led or supported activities, are in the main, very effective. For example, toddlers enjoy singing, particularly action rhymes and have plenty of time to negotiate the stairs and steps safely. However, some group activities are not always as successful. This is because the developmental stages of the members group are not always fully considered. As a result, some younger children find it harder to concentrate and occasionally become distracted. Nevertheless, staff are adept at supporting play initiated by the children. For instance, in the garden a group of pre-school children build with a large construction kit. Staff skilfully question children and support them to work together collaboratively. They extend the play by introducing mathematical concepts, such as, measuring the width, breadth and depth. Staff read stories in the garden and children's imagination is fired by fun props, such as chefs' hats. As a result, children are gaining the attitudes, confidence and skills that prepare them effectively for their next stages in learning.

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

Children have good access a range of developmentally appropriate toys. Multilingual welcome signs, books and dolls support children to develop an awareness of diversity. The garden is extremely well organised. It provides children with lots of physical challenge and they are able to try out familiar activities on a bigger scale. However, there are fewer resources to help children understand about gender and challenge stereotypes, such as images that promote men in caring professions and women in physically demanding roles. There are also no tools available to encourage children's early writing skills in the role-play area or garden. Children enjoy freshly prepared meals each day. Lively discussions with the cook help them develop a good understanding about where their food comes from, and how it promotes their good health. For example, they know that the farmer picks the potatoes when, 'The green bits stick out', and that meat and milk come from a cow.

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

Self-evaluation and plans for improvement are regularly reviewed. The children's progress is regularly checked by the managers and the owner keeps herself up to date with changes. She shares this with the staff through regular team meetings. Supervisions and ongoing training opportunities continue to improve the quality of teaching and learning for children. Staff are clear about their responsibilities and demonstrate they fully understand the safeguarding procedures. There is a robust procedure to follow to ensure adults are suitable. Close partnerships with parents and other professionals ensure that children are supported during any moves in nursery and on to school.

Setting details

Unique reference number	EY242886
Local authority	Lancashire
Inspection number	870123
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	37
Number of children on roll	44
Name of provider	Sarah Jayne Garside
Date of previous inspection	21 July 2009
Telephone number	01253 857836

Mary Poppins Nursery was registered in 2003. The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or 5. The nursery opens from Monday to Friday all year round, including some bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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