

Mary Poppins

Mary Poppins, 26 The Green, Hasland, Chesterfield, Derbyshire, S41 0LJ



Inspection date

1 March 2016

Previous inspection date

28 October 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager is passionate about her role. She is committed to providing a high-quality provision and has a clear vision for the nursery.
- Staff provide a friendly and well-resourced environment. Children are happy and develop close attachments to staff. The key-person system is effective and is one of the ways staff help children to settle into the nursery.
- Staff observe and assess children while they play. Staff identify children's next steps in learning effectively. All children are progressing well in their learning and development, including those who receive funded education.
- The manager regularly reflects on the service provided. She takes account of the views of parents, children and staff. She identifies and targets improvements effectively.
- Working relationships with parents and other professionals are effective. Staff promote effective ways for sharing information about children's needs and achievements. Parents contribute to children's learning and tell the staff what their children have been doing at home.

It is not yet outstanding because:

- Occasionally, staff do not organise some group activities well enough. They do not consistently focus on encouraging the full participation of all children.
- Staff do not consistently provide clear messages that help promote children's understanding about how to stay healthy.
- Staff do not give sufficient consideration to mealtime arrangements for pre-school children. For example, noise levels are sometimes high and affect the quality of children's social experiences.

What the setting needs to do to improve further

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

- review the organisation of group activities and provide more opportunities that help all children extend their learning
- extend the opportunities for children to learn about the different ways that help to keep them healthy
- review the organisation of mealtimes for pre-school children and provide opportunities that help them to socialise and enjoy their eating experience.

Inspection activities

- The inspector spoke to the children and staff at convenient times throughout the inspection. She also held discussions with the manager and deputy manager.
- The inspector observed activities indoors and outside, including lunch and group times.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment and learning records and planning documentation.
- The inspector spoke to some parents during the inspection and took account of their views.
- The inspector checked evidence of the suitability and qualifications of staff working with the children. She sampled and looked at some of the policies and procedures and the nursery's action plan.

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management is good

Leadership is effective. The manager is committed to providing high-quality standards of care and learning. Staff work well together as a team and provide for the children's individual needs. They have addressed all recommendations from the previous inspections effectively. The manager supports staff well and has high expectations of them. She checks on their practice and gives feedback to them that helps develop their skills. Staff regularly complete training and information gained is shared with the staff team to benefit children. The manager monitors the activities children take part in. She ensures staff provide a broad range of interesting and challenging experiences that helps children make good progress. Safeguarding arrangements are effective. All staff have a clear understanding of the importance of keeping children safe. They know the procedure to follow should they have any concerns about a child's welfare.

Quality of teaching, learning and assessment is good

Staff are well qualified. Teaching is effective overall. Staff adapt the teaching effectively for the most part and cater for all children including disabled children and those with special educational needs. Staff role model good communication skills. Staff effectively engage with the children and they ask them effective questions that helps to develop children's thinking. This especially helps children who speak English as an additional language, who staff support well. Staff provide a number of ways for children to use their small-muscle skills. For example, toddlers enjoy squeezing wet sand through their fingers. Children show increasing confidence and enthusiasm their play. Staff support this enthusiasm and provide exciting and interesting activities that enthuse children's learning. Children actively engage in activities that help promote their early literacy and mathematical skills. For example, pre-school children like to write their own names and use books independently. They count as they use the toy till and sing number songs.

Personal development, behaviour and welfare are good

Staff know the children well and provide a safe and nurturing environment. Staff caring for babies especially support the children's individual care needs and follow routines from home. Staff carry out positive settling-in sessions that help with the transition from babies' homes to the nursery. Moves throughout the nursery and on to school are well organised. Children actively explore their environment, make their own play choices, and happily engage in all activities. Staff help develop children's safety awareness. For example, they explain the possible consequences of running indoors. Children learn to celebrate each others' similarities and differences through a range of activities. Staff share their expectations with children and reinforce positive behaviour, sharing and turn taking with them. Staff support children well to become independent in managing their own needs.

Outcomes for children are good

All children make consistently good progress in their learning and development. They have a positive attitude to learning. Children are confident and are developing good independent skills. Older children are acquiring key skills for future learning. Their literacy and mathematical skills are developing well.

Setting details

Unique reference number	206278
Local authority	Derbyshire
Inspection number	1028310
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	70
Number of children on roll	130
Name of provider	Mary Poppins Chesterfield Ltd
Date of previous inspection	28 October 2013
Telephone number	01246 555022

Mary Poppins was registered in 1996. The nursery is privately owned. It opens Monday to Friday from 7.30am until 6pm, all year round, except for bank holidays. There are 19 members of childcare staff. Of these, 17 staff hold an early years qualification at level 1, 2 or 3. The manager holds an early years qualification at level 5. The owner has a teacher qualification. The nursery receives funding for free early education for two-, three- and four-year-old children. In addition the nursery supports disabled children and those with special educational needs. Also children who speak English as an additional language.

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