

Mary Poppins Day Nursery

Mary Poppins Day Nursery, 30 Chain Lane, Mickleover, Derby, Derbyshire, DE3 9AJ



Inspection date

8 March 2016

Previous inspection date

14 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 provider and manager are committed to providing children with quality care and education. They have addressed previous recommendations. For example, children now enjoy playing in a stimulating outside environment.
- Staff complete concise, detailed assessments of children's learning. They use these effectively to plan for children's next stages of development. All children, including disabled children and those with special educational needs, make good progress in their development.
- Staff manage children's behaviour well. They are positive role models and provide clear explanations that help children know what is expected. Children show respect for others and play harmoniously together. They share toys and learn to take turns.
- Staff promote children's physical development effectively. Children handle equipment well and gain good control of their bodies. They use large equipment skilfully and learn to balance and climb.
- There are extremely good two-way systems for sharing information about children's needs and achievements. Parents highlight how much their children enjoy being at the nursery. Parents are kept informed about children's progress and contribute information about what children are achieving at home.

It is not yet outstanding because:

- Some staff in the pre-school room do not give children enough time to process their thoughts and formulate their answers before responding to questions that they are asked.
- Staff provide a range of activities and experiences that helps children to make good progress over time. However, staff in the pre-school room do not consistently challenge the older, more-able children's learning as much as possible.

What the setting needs to do to improve further

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

- give children the time they need to think and respond effectively to questions and suggestions
- provide activities and experiences that challenge children as much as possible and increase the potential for them to achieve rapid progress in their learning.

Inspection activities

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

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a secure understanding of the procedures to follow if they have any concerns for a child's welfare. The management team implements robust recruitment procedures that help ensure the suitability of all adults working within the nursery. Management supports staff well. For example, they regularly observe their practice and give targeted feedback that helps improve teaching. The manager checks on and tracks children's development carefully. Any identified gaps are closed in a timely manner. Staff work well together as a team and are committed to continuous professional development. For example, they access ongoing additional training that helps update their skills and knowledge. Management reflects critically and has identified the strengths and some weaknesses of the nursery. They have put together a detailed action plan and involved the staff, parents and children in this process. There are well-established partnerships with a range of professionals.

Quality of teaching, learning and assessment is good

The manager and staff are well qualified. Staff understand how children learn through play and, overall, teaching is good. Staff interact with children in positive ways. Staff working with babies are sensitive to their needs and help them to settle into nursery life. Toddlers and two-year-old children are developing well. Staff support them effectively in developing their communication and language skills in a variety of ways. Staff successfully promote children's literacy skills. For example, pre-school children look at books independently and are beginning to write their names. Staff help children to learn about number. An example of this is younger children counting as they play and singing number songs with enthusiasm. Another way this is done is when staff encourage pre-school children to weigh the ingredients necessary for making biscuits. Children have many opportunities to be creative. For example, they enjoy music and movement sessions. They wave ribbons enthusiastically with staff as they play outside.

Personal development, behaviour and welfare are good

Staff provide a friendly, welcoming and well-resourced environment. Children develop strong and close attachments to staff. Children are happy, self-motivated and move around the rooms with confidence. Babies are cared for very well in a relaxed and calm atmosphere. Staff follow their individual routines and swiftly recognise their needs. Children learn to keep themselves safe and healthy. Staff promote this well throughout the nursery. They encourage children to follow good hygiene procedures and promote regular exercise. Staff teach children about respecting people's differences. Older children learn about their own cultures and beliefs and those of others. Staff help to prepare children well for their move to school.

Outcomes for children are good

All children are progressing well, including funded children. Children are well prepared for the next stage in their learning, including starting school. They are sociable and inquisitive. They have a positive attitude to learning and are eager to try out new things. Children's literacy and mathematical understanding are developing well.

Setting details

Unique reference number	206117
Local authority	Derby, City of
Inspection number	854405
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	82
Number of children on roll	135
Name of provider	Mickleover Day Nurseries Ltd
Date of previous inspection	14 November 2011
Telephone number	01332 510808

Mary Poppins Day Nursery was registered in 1992. The nursery is privately owned. The nursery opens from 7.30am until 6pm, Monday to Friday, all year round, except for a week between Christmas and New Year and bank holidays. The nursery receives funding for free early education for three- and four-year-old children. It supports disabled children and those with special educational needs. The nursery employs 22 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 2, 3 or 5. One of the members of staff has a degree in Early Childhood Studies and the manager has Early Years Professional status.

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