

Mary Poppins Daycare

Sianwood, Main Road, Burton Pidsea, HULL, HU12 9AX



Inspection date	1 March 2018
Previous inspection date	11 March 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Children are very curious and motivated as they explore the rich, stimulating learning environments. Even the youngest children demonstrate high levels of confidence and independence as they play.
- Staff are highly qualified and experienced. They are adept at tuning into children's interests and ideas, and they use these to plan an exceptional range of activities.
- Children have excellent relationships with staff and each other. Staff support new children to help them settle quickly and feel part of the setting. Children are very happy and cooperative. Their behaviour is exemplary and staff are inspirational role models.
- Leadership across the setting is extremely effective. There is a shared vision to ensure the best outcomes for all children. All staff have consistently high expectations of themselves and of what children can achieve.
- Staff have developed very successful partnerships with schools that children move on to. They plan regular visits and share important information with teachers. Children are very well prepared for this transition and schools are able to effectively support children right from the start.
- Children's welfare is paramount. Staff respond immediately to potential hazards, for example, adverse weather conditions on the day of the inspection.
- Staff closely monitor children's progress over time. Parents are kept fully informed about their children's learning. They have excellent opportunities to share observations about children's interests and development at home. This results in a highly effective two-way flow of information to further maximise outcomes for children.

What the setting needs to do to improve further

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

- continue to develop staff knowledge and enhance teaching skills even further, to sustain the excellent outcomes for children.

Inspection activities

- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector looked at evidence of the suitability of staff working in the setting and relevant documentation, including policies and procedures.
- The inspector spoke to staff and children during the inspection. She asked staff how they ensure the welfare and safety of children at the setting.
- The inspector carried out a joint observation with the provider.
- The inspector gained the views of parents through evaluations of recent questionnaires.

Inspector

Rose Tanser

Inspection findings

Effectiveness of the leadership and management is outstanding

The leadership team demonstrates an uncompromising commitment to continually improving the setting. Parents and children are completely involved in the process. Their views are highly valued and used to prioritise future improvement plans. Staff supervision meetings are regular and purposeful. They provide valuable opportunities for staff to participate in the self-evaluation process and discuss their own professional development. The provider is now focusing on supporting staff to further enrich their knowledge and teaching skills. The arrangements for safeguarding are effective. All staff have an excellent understanding of how to identify and report any concerns they have about children's welfare. The safeguarding lead ensures that staff are kept well informed about current issues to make sure they continue to keep children safe.

Quality of teaching, learning and assessment is outstanding

Staff ensure that children get off to a flying start. They plan induction sessions for children very effectively. They collect important information from parents about children's current interests and development. Consequently, staff plan to meet children's individual needs straight away. Children are keen and creative learners. The youngest children thoroughly enjoy exploring the properties of cooked pasta with their hands and feet. Older children develop their imaginative play, for example, as they make a dinosaur world using a range of resources they have collected. Staff use every opportunity to enhance children's learning. Their interactions with children are inspirational and totally capture children's attention.

Personal development, behaviour and welfare are outstanding

Staff ensure that the daily routine meets every child's personal needs and are vigilant in monitoring children's well-being. Children enjoy a varied range of nutritious meals and snacks. Mealtimes are calm, sociable occasions. Children serve themselves and find their named table mat. They demonstrate impeccable manners and the older children fully include the youngest in their conversations. Staff empower children to make choices, for example, if they want to rest or play after lunch. They are consistently responsive in their support but give children ample time to 'have a go'. Children show utmost respect for resources and learn the importance of sharing. Staff plan highly creative ways for children to learn to respect similarities and differences between themselves and others.

Outcomes for children are outstanding

All children make sustained and excellent progress from their starting points. They are confident to communicate their needs and ideas from an early age. Children competently make links in their learning. Consequently, they are able to confidently use previous experiences to support them now and in their future learning. Children demonstrate high levels of physical and emotional well-being. They are extremely well prepared for the next stage in their learning. They have positive attitudes to the new challenges they will enjoy as they move on to school.

Setting details

Unique reference number	EY450732
Local authority	East Riding of Yorkshire
Inspection number	1066125
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	22
Number of children on roll	26
Name of registered person	Carly-Jane Meggison
Registered person unique reference number	RP516353
Date of previous inspection	11 March 2013
Telephone number	07805574255

Mary Poppins Daycare registered in 2012. The setting employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm.

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