

Mary Poppins Nursery

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



Inspection date	9 November 2018
Previous inspection date	29 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Leaders strive to provide the best for all children. They evaluate the strengths of the nursery well and identify any areas for development. Leaders welcome the views of staff, parents and children. For example, staff are developing new ideas to help them to enrich children's future learning. They regularly reflect on their own practice and how they can enhance their teaching further.
- Staff use information from assessments well to monitor children's progress and build on their learning and interests. Overall, they provide children with a good range of activities and experiences that they enjoy. All children, including those who have special educational needs and/or disabilities and funded children, make good progress from the start.
- Partnerships with parents are good. Parents comment that staff keep them well informed about their children's development. Staff share ideas and information with parents on how they can continue their children's learning at home.
- Children form positive relationships with staff and their peers. They develop good levels of confidence, behave well and are enthusiastic learners.
- Staff use knowledge gained from recent training in mathematics effectively. They weave learning through everyday routines and activities well. Children demonstrate good mathematical skills from an early age.

It is not yet outstanding because:

- Staff working with younger children do not consistently use effective questioning techniques to support them to develop excellent thinking and speaking skills.
- Opportunities for babies to access the outdoor area when they choose to are not always maximised.

What the setting needs to do to improve further

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

- extend staff's understanding of using effective questioning techniques and help younger children to develop excellent early thinking and speaking skills
- enhance opportunities for babies to choose to play outdoors as part of their free-play activities if they want to.

Inspection activities

- The inspector took a tour of the nursery with the nursery manager, including the outdoor environment.
- The inspector spoke with staff and children during the inspection. She observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector held a meeting with the management team. She discussed self-evaluation processes, looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector completed an evaluation of an activity with the nursery manager.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

Daphne Carr

Inspection findings

Effectiveness of leadership and management is good

Leaders support staff very well through inductions, daily observations of practice and supervisory meetings. They provide in-house coaching to help to keep staff knowledge up to date. Leaders and staff work well with other professionals. They ensure that all children, including those who have special educational needs, receive the support they need. Staff provide an inclusive and nurturing environment for all children. Safeguarding is effective. Staff supervise children effectively and follow rigorous safety procedures to help to ensure that they are safe. All staff hold first-aid qualifications. They have a clear understanding of the procedures to follow if a child has an accident. All staff keep up to date with safeguarding requirements. They regularly review how to recognise a child who may be at risk and how to respond to concerns about their welfare.

Quality of teaching, learning and assessment is good

Well-qualified staff get to know children well. Babies interact positively with staff and develop good physical skills. For instance, they learn to scoop sand and pour it into containers. Babies count to three and show pride in their achievements. Younger children use simple tools, such as paint brushes and rollers skilfully. They create firework pictures and talk about colour, size and shape with confidence. Older children learn to solve simple problems. For example, they use resources, such as cardboard tubes and cones to construct their representations of a Christmas tree. Staff working with older children, help them to learn new words, such as, 'cylinder'. This helps to build on older children's growing vocabulary effectively.

Personal development, behaviour and welfare are good

Staff create a warm and welcoming environment. They gather important information about what children can already do and achieve from parents before they start. Staff use this information generally well to plan activities that interest children, helping them to settle quickly. Children learn how to keep themselves safe. For example, staff encourage them to help to tidy away resources when they have finished playing with them. They help children to follow good hygiene routines. For instance, older children wash their hands before meals and after using the toilet. Staff talk to children about healthy eating and why this is important. For example, they explain that this contributes to them developing strong muscles and healthy hearts.

Outcomes for children are good

Children develop good self-care skills from an early age. For example, babies learn to feed themselves. Younger children put on their own coats. Older children self-serve and pour drinks at lunchtime. Staff complete daily risk assessments to ensure that the areas that children use are safe. For example, they check the outdoor area for potential hazards before babies go outside, so that they can play in safety. Overall, children have regular opportunities to enjoy fresh air and engage in daily exercise. For example, older children skilfully negotiate the play space when riding pedal bicycles. Younger children share and take turns, such as when they play a game of football. Children are prepared well for future learning and the eventual move to school.

Setting details

Unique reference number	EY242886
Local authority	Lancashire
Inspection number	10070880
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	37
Number of children on roll	28
Name of registered person	Mr Stephen Garside and Mrs Sarah Garside Partnership
Registered person unique reference number	RP908139
Date of previous inspection	29 April 2015
Telephone number	01253 857836

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

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

