

Inspection of Mary Poppins Day Nursery

162 Crow Lane, Romford, Essex RM7 0ES

Inspection date: 5 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happily at the nursery. Attentive and friendly staff warmly welcome children. This helps them settle well. Children show good levels of confidence and have formed close relationships with all the adults who care for them. The manager and key persons work closely with families, to support new children to settle and feel secure at the nursery. Parents are extremely happy with the care their children receive. One parent commented 'My child absolutely loves attending Mary Poppins, for me that says it all.'

Staff have high expectations for all children, including those with special educational needs and/or disabilities. They work closely with parents to assess which individual children need to make progress. They make effective referrals to other services where necessary. Children behave well throughout the day. They are kind to each other and are beginning to understand their friend's needs. Staff are on hand to support children with sharing, turn taking and other interactions. This means there are very few instances of poor behaviour. Staff are good role models and promote positive interactions between children. Children become deeply involved in their play as they independently access resources. They become confident and motivated learners, who are ready for the next stages in their learning.

What does the early years setting do well and what does it need to do better?

- Leadership of the provision is strong. The experienced and well-established management team work well with the other staff. They are committed to achieving high standards and positive outcomes for all children. The manager has a clear curriculum, which staff skilfully adapt to meet the needs of individual children.
- Staff plan engaging activities to meet the needs of the children. For instance, children enjoy building houses with toy bricks, staff extend this play by showing them different houses and finding out what homes the children live in. Staff encourage children to learn mathematical concepts through their play, for example staff ask them to add two more bricks to make the wall high enough.
- The management team have a clear vision for future developments at the nursery. Supervision procedures are effective, and managers provide staff with professional opportunities to extend their knowledge and skills. However, recent monitoring of teaching has not been precise enough to identify where some staff need additional support and guidance. On occasion, staff do not provide children with further challenge to extend and maximise their learning to the highest level.
- The management team have implemented systems for communication to keep parents fully informed and involved in their child's learning. For example, parents are given a full and detailed handover at the end of each session and

information is uploaded to an online system parents can access. During the COVID-19 pandemic, restrictions prevented parents coming into the nursery for settling-in sessions or to drop off or collect their children. Currently, only new parents have opportunities to come into the nursery and settle their children. Following the lifting of these restrictions, the management has not considered opportunities to fully involve all parents in their children's learning.

- Staff provide a nurturing and sensitive approach to children with special educational needs and/or disabilities (SEND). Staff gain support and follow guidance from SEND professionals involved in the care of the children. This ensures these children have a consistent approach towards their care and learning.
- Children have plenty of opportunities to be physically active and they enjoy their time outside. The nursery menu is varied and nutritious. Children learn about good hygiene, for example they wash their hands regularly and are learning to wipe their noses independently. Staff support children to learn about good oral hygiene. For instance, children practise cleaning toy teeth using toothpaste.
- Staff promote positive behaviour well. They recognise when children need to learn what good behaviour looks like. Staff play alongside children, teaching them how to play alongside others. Children begin to learn how to share toys and take turns with others. For instance, they take turns to choose an animal as they sing 'Old McDonald's farm'.

Safeguarding

The arrangements for safeguarding are effective.

Staff check the identification of all visitors to the setting and a record is maintained of their time on site. Risk assessments of all areas of the setting enable managers and staff to successfully identify hazards and take effective action to minimise them. This helps children remain safe. Managers and staff understand their responsibilities with regard to safeguarding children. They are fully conversant with local referral procedures. They ensure that swift action is taken in the event of any concerns about a child in their care. Effective recruitment procedures ensure that staff are suitable to care for children. Children are supervised well at all times.

What does the setting need to do to improve?

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

- strengthen arrangements for coaching and support, to help staff understand how to provide children with further challenge in their learning
- build upon existing parent relationships to further increase opportunities for parental involvement.

Setting details

Unique reference number	118620
Local authority	Havering
Inspection number	10234110
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	44
Number of children on roll	65
Name of registered person	Mary Poppins Day Nursery Ltd
Registered person unique reference number	RP517492
Telephone number	01708 722800
Date of previous inspection	5 December 2016

Information about this early years setting

Mary Poppins Day Nursery registered in 2000. It is situated in Romford, in the London Borough of Havering. The nursery is open every weekday from 8am to 6pm for 51 weeks of the year. It is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery employs eight members of staff. All of whom hold appropriate early years qualifications ranging from level 2 to level 4.

Information about this inspection

Inspector
Claire Nunn

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to children about their play and learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Parents shared their views of the nursery with the inspector.

We carried out this inspection 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.

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