

Poppins Day Nursery

25 Lichfield Road, Armitage, RUGELEY, Staffordshire, WS15 4DF

Inspection date

Previous inspection date

11/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children make good progress from their starting points because experienced staff provide rich learning opportunities through play and playful teaching across all areas of learning.
- The environment and activities for children provide rich, varied and imaginative experiences, both indoors and outdoors, that help children make good progress across all areas of learning.
- All children are welcomed into the warm and bright environment where their personal, social and emotional needs are supported very well. All children are content and comfortable, display a strong sense of belonging and form positive relationships with others.
- Staff meet children's emotional and care needs well. They place a good emphasis on ensuring that children know what constitutes a healthy lifestyle.

It is not yet outstanding because

- Resources, such as arts, crafts and sand, are not made freely available for children under three years to access at their own leisure, in order to increase choice and enjoyment.
- The role play area, construction toys and arts and craft area in the two-to-three-year-olds' room lack some challenge, to further extend more able children's learning and enjoyment.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector held a meeting with the registered person and manager of the provision.
The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day and information and feedback from parent questionnaires.

Inspector

Parm Sansoyer

Full Report

Information about the setting

Poppins Day Nursery was registered in 2012 and is one of a small chain of privately owned settings. It operates from six main playrooms, set out over two floors, with stairs to the

first floor. It operates from converted premises in Armitage, near Rugeley, Staffordshire. There are enclosed areas available for outdoor play. The nursery serves the local and surrounding areas.

The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. It is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 48 children on roll, all of whom are in the early years age group. The nursery is in receipt of funding for the provision of free early years education for three- and four-year-olds. It supports children who speak English as an additional language.

There are nine members of staff employed by the nursery. Of these, one holds an early years qualification at level 6, seven hold level 3 and one holds level 2. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- make resources, such as arts, crafts and sand, more freely available for children aged under three years, to further increase their independence, choice and enjoyment
- expand the role play area, construction toys and arts and craft area in the two-to-three-year-olds' room, to further extend the more able children's learning and enjoyment.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are cared for in rooms according to their age and ability, and staff meet their individual care and learning needs well. An effective assigned key person system means adults know the children well and help all children feel fully included. Children who speak English as an additional language are supported well to help them initially settle and to learn English alongside their home language, which is also effectively valued. Children are happy, confident and, overall, increase their independence well. For example, children in the pre-school busily help to cut and peel the fruit ready for their snack and develop skills they will need in the next stage of their learning.

Staff recognise children's progress, understand their needs and plan a good range of

activities to support and extend their learning. Overall, the environment and resources, both indoors and outdoors, are used imaginatively to capture the children's interest. Consequently, children show good levels of involvement and sustained concentration in their chosen activities. The outdoor environment is especially popular with the children. They freely choose to use the area to explore and discover with curiosity and take part in physical activity. Parents and carers contribute to the initial assessment of children's starting points on entry to the nursery and are kept well informed about their children's progress. 'Bertie the bear' and the 'all about me' box provide regular opportunities for parents to be involved in their children's learning and strengthen the links between home and nursery.

Children's communication and language is supported well, because staff use positive teaching methods, such as giving clear explanations and asking challenging questions to make children think. Children develop spoken language and their listening skills through opportunities to share conversations with adults who show a genuine interest in their play and interactions. Staff caring for babies make good eye contact and use their voice and touch to communicate with them. As a consequence, babies enjoy being physically close to the adults caring for them. Daily singing sessions and action songs are used well to further promote children's language development.

In the pre-school, staff place a real emphasis on providing a good range of resources for children to build secure foundations for early literacy. Children thoroughly enjoy playing sound games, such as taking listening walks to identify sounds in the environment. Children self-register on arrival; they choose their name and complete the weather board and consider the initial sounds within words. Staff use books and stories well to reinforce children's learning and their understanding of topics, and consequently, children develop a fondness for books. Staff provide a variety of opportunities for children to use crayons, chalk and paint to develop an interest in making marks, both indoors and outdoors.

Children's understanding of the world is supported well by staff. The garden area offers meaningful opportunities for children to dig and explore and to find out about plants and creatures in their natural habitat. For example, children enjoy planting and caring for runner beans, strawberries and herbs, learning where their food comes from. Regular visits to the local town and bakery provide opportunities for children to learn about their local community. Children begin to gain an understanding of diversity through themed activities and a varied range of multicultural resources, such as, books, dolls, small world people and dressing-up clothes.

Children aged under two years have good opportunities to explore and find out how things work, as they use a varied range of programmable toys and resources with knobs, flaps, keys, shutters and mirrors. Children's mathematical understanding is fostered well and they show a keen interest in shape, pattern, size and number during their play. Pre-school children use the computer to extend their learning of mathematical concepts as they play and have fun. They also build and construct with a challenging and interesting range of construction toys. However, there is scope to improve the range of construction resources in the two-to-three-year-olds' room, to offer further challenge for the more able children in that area.

Most children enjoy a wide range of experiences which enable them to express their creativity and imagination through a variety of arts and crafts materials and engaging in role play. However, the role play area in the two-to-three-year-olds' room lacks some challenge for the more able children to enable them to build and extend their play. All children, including babies, respond well to what they hear, see, smell and touch, such as when they use shaving foam, wood shavings, pasta, jelly and cornflour mixed with water. However, staff caring for children aged under three years do not make sensory activities, such as these or arts, crafts and sand, freely available throughout the day for children to access at their own leisure, to increase choice and enjoyment.

The contribution of the early years provision to the well-being of children

Children's personal, social and emotional development is very effectively supported within the nursery and enables children to form good relationships with their peers and adults. A well-embedded, assigned key person system means adults know the children well. Babies form close attachments with their assigned key person and familiar staff, and show a real sense of belonging, feel safe and have a developed sense of trust. Behaviour is good and children aged over two years actively take part in creating the 'golden rules' of behaviour. For example, children know to use their 'kind hands', 'walking feet' and 'little voices'. Children's understanding of safety issues is demonstrated well through their play, as they recognise and confidently talk about dangers and how to keep themselves safe. All staff create a calm environment and children are given the time and space to complete tasks, such as putting on their coats and shoes, at their own pace.

Staff support children very well to adopt good hygiene practices to prevent the spread of infection. For example, children respond well when they are reminded to wash their hands when they cough and sneeze and before they eat. Children's good health is promoted well within the nursery. The daily routine includes time for them to clean their teeth after their lunch, they adopt healthy eating habits and understand the importance of exercise. Children are provided with breakfast, lunch, tea and snacks, which are freshly prepared on site and are healthy, balanced and nutritious.

Staff work well as a team to share information about children's care needs and progress. Therefore, children are well prepared for transitions within the nursery. Staff ensure that they tailor their care according to the needs of the children and place an emphasis on getting to know their likes and dislikes well. Consequently, overall, children are involved, busy and occupied with the interesting range of opportunities on offer to them.

The effectiveness of the leadership and management of the early years provision

The management team consists of the three joint proprietors. Of these, one supports and oversees the day-to-day management of the nursery alongside the manager and the deputy. The effective use of professional supervision, coaching and training, results in an enthusiastic team. Leaders and managers have a good overview of the educational programme and ensure the inviting, well-equipped environment and positive teaching methods contribute well to children making good progress. High expectations and good

standards are embedded across all areas of practice. There are clear and achievable improvement plans, which are accurate, realistic and challenging. This demonstrates a strong capacity for further improvement.

There are clearly written policies, strategies and procedures in place to ensure the safeguarding and welfare of children. All staff know and understand clearly their roles and responsibilities in relation to safeguarding children. There are effective recruitment, vetting and induction procedures in place to ensure adults caring for children are suitable. All the required records, policies and procedures, including risk assessments, are in place, up to date and implemented successfully to ensure children's safety and welfare.

Parent and carer questionnaires and discussions with available parents on the day of the inspection, indicate that they are very satisfied with the service provided. A detailed nursery prospectus, information pack, well-used notice board and informative newsletters ensure parents are well informed about the setting and its educational programme. There are effective arrangements in place for the sharing of information with other providers, schools and other professionals, to identify all children's needs and help them make good progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not

meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY446464
Local authority	Staffordshire
Inspection number	807399
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	74
Number of children on roll	48
Name of provider	Poppins Day Nursery (UK) Limited
Date of previous inspection	Not applicable
Telephone number	01543493433

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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