

Mary Poppins Day Nursery

Inspection report for early years provision

Unique reference number 206117
Inspection date 14/11/2011
Inspector Janice Hughes

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

Telephone number 01332 510808

Email

Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Mary Poppins Day Nursery opened in 1990 and is situated in a residential area on the outskirts of the city of Derby. The nursery is housed in a large detached property, which has been converted to provide a baby unit and several activity rooms over two floors. There is a fully enclosed outdoor play area for all children to access. The children who attend come from a wide area. The nursery is open throughout the year from 7.30am to 6pm, Monday to Friday, only closing on Bank Holidays.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 92 children under eight years of age, on roll and children attend for a variety of sessions. The nursery is in receipt of nursery education funding. The setting has systems in place to support children with special educational needs and/or disabilities and who speak English as an additional language.

There are 20 members of staff working either full-time or part-time with the children, of whom 19 hold recognised childcare qualifications. One member of staff is working towards a qualification. The manager has achieved the Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The enthusiastic, knowledgeable staff ensure the children make outstanding progress at this inclusive nursery. They provide excellent care for the children and host in the main an extensive range of activities. Partnerships with parents, the local schools and outside agencies are nurtured exceedingly well. Meticulous systems in place ensure all welfare requirements are very successfully met to promote a high quality service, for children and their families. Robust self-evaluation is used to continually monitor and review all areas of the provision, so that their capacity to maintain high standards and plan for further improvement is outstanding.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the outside environment to continue to provide excellent outdoor learning.

The effectiveness of leadership and management of the early years provision

Highly effective and successful systems ensure that children are safeguarded throughout the nursery. Staff demonstrate clear knowledge and understanding of the setting's policies and procedures to follow in the event of a concern being raised. Regular discussions at staff meetings, in-house and external training ensures that staff develop an excellent understanding of protecting children from harm and neglect. Robust and detailed risk assessments are completed throughout the nursery. Management ensures that the environment is extremely safe, secure and well maintained promoting children's safety at all times. Rigorous recruitment and vetting procedures ensure that adults working with the children are suitable to do so. All the required documentation is outstandingly organised to ensure that the setting delivers exceptional quality care and education.

Practitioners demonstrate an exceptional commitment to working in partnership with parents and provide superb opportunities for parents to become involved in the life of the nursery. For example, they invite parents to drop in sessions, parents evenings, whole nursery trips out and a leaving party. Parents' views are respected and valued, as staff take part in the nursery's evaluation process through completing questionnaires. They have excellent opportunities to discuss their children's learning and development and are proactive in their children's learning journey records. For example, they complete parent observation sheets. Practitioners have successfully established links with other early years settings that children attend to ensure continuity of care and effective progression. There is a strong relationship with the local school, that many children will attend and transitional arrangements are significantly enhanced and very well organised.

The manager is highly qualified, experienced and has a positive vision. This enables her to provide a high quality service to meet all individual needs. She is an inspiring role model leading a team of knowledgeable, enthusiastic staff. She continually reflects and reviews practice to maintain a consistent capacity for future development. The organisation and management of the nursery is outstanding. One of the outstanding elements is the highly successful organisation of the learning environment. Consequently, this has a significantly high impact on children's learning and promoting their interests. The nursery supports inclusive practice in an exceptional way. Staff have an excellent awareness of the need to promote equality and diversity and the nursery is highly committed to providing a fully inclusive provision. The management team employ a whole group approach and all practitioners are enthusiastic and passionate about their roles in raising standards for children. Children benefit from exemplary levels of supervision and individual attention and they blossom at the nursery.

The quality and standards of the early years provision and outcomes for children

Children's welfare, learning and development is supported extremely well. Children make consistently excellent progress towards the early learning goals, relative to their starting points. This is because staff make exceptional use of their observations of children in planning activities that support their individual development. Children's preferred learning styles are identified and staff ensure that resources are organised dynamically to support these. For example, children demonstrate high levels of confidence in using tools and have excellent opportunities to practise these skills in different contexts. Some children make excellent use of the block building area, as they build many types of buildings from different sizes of blocks. They are extremely active and articulate, as they explain how to make the 'block of flats higher'. Processes of monitoring children's progress in learning are highly effective in recognising their individual achievements and identifying the next steps in each child's learning and development plan. Children experience an excellent balance of adult-led and child-initiated activities, for example, staff plan very well to ensure that children develop a thorough understanding of the world in which they live and how things work. For example, the babies critically think as they try to find out how items work when using treasure bottles to shake and interactive toys.

Excellent use is made of the available space. Each playroom has an inspiring comfortable book area which encourages children to access books independently. The older and more able children are beginning to read simple words and the younger children are confident to make up their own stories. Staff extend children's interest by using props and puppets. An extensive range of natural and man-made resources are suitable, safe and support children's development. Children's imagination and creativity is enhanced through their access to resources, both inside and outside. For example, toddlers watch lentils fall through their fingers and giggle as they scoop them up to fill containers, while older children experience the vibrant and inspiring sensory room.

Practitioners use positive strategies to help children to observe excellent social skills, behave well and respect each other. Children are offered praise, encouragement and rewards and practitioners understand that this helps to foster their confidence. Children develop a strong understanding of diversity, as practitioners encourage positive, open discussion about people's similarities and differences. Children have ample opportunities to become independent and to make choices, for example, by selecting what they would like to eat and pouring themselves drinks. In addition, children are given regular responsibilities throughout the session, including clearing away after eating. Children happily tidy away their toys, wash their hands when asked and readily follow instructions. Children respond very well to the simple routine, which gives pattern to their daily lives. Their physical development is exceptionally well promoted both within the indoor environment and the excellently resourced outdoor area. Children enjoy running up and down the garden, riding on tricycles and balancing on equipment, shrieking with excitement. The outside environment is not as inspiring as the inside environment and does not fully promote all six areas of learning.

Children understand about personal hygiene as they wash their hands prior to handling food. Children develop an understanding of how to stay safe as practitioners use outings as a valuable opportunity to discuss road safety and children routinely learn about health and safety through activities and daily routines, for example, learning about the potential dangers of kettles, pans, fireworks and candles through circle time. The premises are extremely clean and hygienic and the nursery fully promotes healthy eating by providing all children with a well-balanced range of tasty, nutritious food. The rich, varied environment fully supports children's development in all areas and consequently, children thrive. Throughout the nursery and particularly for babies, children's emotional needs are met exceptionally well. Staff develop excellent relationships to enable the children to feel comfortable and secure. Photographs of the children's families are displayed at child height to support them feeling valued and to promote their security and self-esteem.

Children thoroughly enjoy their time at the nursery, their artwork is displayed prominently, showing how children's work is valued. Thus, having a positive impact on self-esteem and children feeling important. The curriculum is rich, promoting communication, literacy and numeracy. Most of the older children have written their names with skill, developing excellent early writing skills. Mathematical concepts occur naturally in play and routines. For example, children count while eating snack and sing with confidence popular counting songs. Excellent resources promote an understanding of shape, colour, measurements and volume. Children confidently estimate and predict successfully as they match the compare bears independently. They have ample opportunities to develop an understanding of technology, effectively using resources, such as the computer and calculator. As a result, children are developing important skills for their future economic well-being. The nursery promotes a wonderful child-orientated environment where children can reach their full potential.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

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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