

Inspection of Mary Poppins Day Nursery

30 Chain Lane, Mickleover, Derby, Derbyshire DE3 9AJ

Inspection date: 15 January 2025

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 settle quickly in this nurturing setting. Staff work closely with parents to ensure they have all the information they need to support children's emotional well-being. They use this to plan effectively for children and build on their interests and fascinations. Staff pay close attention to children's verbal and non-verbal communication. In the baby room, staff repeat single words to extend children's vocabulary. This also supports babies' understanding of new language. Babies respond positively to staff. They snuggle into them for comfort as they share books and stories. Babies particularly enjoy hearing and then repeating animal noises.

Children benefit from spending time outdoors. Leaders and staff support children to engage in active play using a range of interesting equipment and planned opportunities. This helps to promote children's cardio health as they lift and shift resources to create a complex obstacle course. Staff offer just the right amount of support for children to develop their confidence. For example, they offer to hold their hands as children have a go at tricky tasks, such as balancing. Children are keen to show off their skills to visitors. They demonstrate pride in their strength and physical skill. Children take turns on the obstacle course and offer support to their peers. For example, they make sure narrow planks are secure before their friends attempt to walk across them.

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

- Leaders have developed a comprehensive and well-sequenced curriculum that supports children's development throughout the setting. Leaders have ambitious expectations of children. They support staff to plan for individual learning styles. This helps to ensure children make good progress across all seven areas of learning.
- Leaders provide positive and purposeful feedback to staff. This supports individuals to reflect and identify how they can strengthen their practice. Staff access numerous professional development opportunities, which help to extend their skill and knowledge. Staff report that they feel well supported and valued by leaders.
- Staff are strong role models for children's communication. They provide a language-rich learning environment. For example, staff create opportunities for children to talk about the tasks they have completed at home. Children demonstrate use of a wide vocabulary and develop as confident communicators.
- Staff embed routines that support children to develop their independence and carry out tasks for themselves. For example, older children serve their own lunch. They competently use serving spoons to scoop food onto their plates. Staff engage children in laying the table and preparing for mealtimes. Younger children confidently pour their drinks from small jugs. This also helps to develop

their hand-eye coordination. Staff readily praise children on their achievements.

- Children enjoy sensory play. Staff plan interesting opportunities and incorporate characters from familiar stories. Adult-led play is highly effective. Staff facilitate children's learning as they make suggestions and encourage them to experience different textures. However, staff do not consistently provide high-quality opportunities for child-led play through continuous provision. This limits children's ability to lead their own play and fully extend their thoughts and ideas.
- Children access many opportunities to mark make. Staff provide an interesting range of tools for children to choose from. Children demonstrate focus and skill as they draw pictures of their favourite things, which they are keen to share with staff. They also enjoy mark making on a larger scale at the easel. The large movements children make as they draw on the vertical surface help to develop the strength and control in their joints needed for early writing.
- Staff support children to develop healthy lifestyle habits. Children benefit from fresh air, exercise and the provision of healthy meals. Staff talk to the children about the meals they are eating and which foods will help them grow. Children pour their own water and understand the need to stay hydrated. Parents state that children talk about the importance of toothbrushing at home, following discussion about this at nursery.
- Support for children with special educational needs and/or disabilities (SEND) is sound. Leaders work closely in partnership with parents and external agencies. Staff skilfully provide targeted intervention. This helps children with SEND to make good progress across all seven areas of learning.
- Parents report how happy they are with the family atmosphere across the nursery. They are delighted with the progress that children make while attending. Parents comment on the wide range of learning opportunities on offer. They explain how eager children are to arrive and appreciate the strong friendships that they form. Parents are delighted with the nurturing relationships that staff develop with their children. They are confident that their children are safe and secure in this caring setting.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to provide continuous provision opportunities that ensure children are able to play independently and develop their own ideas even further.

Setting details

Unique reference number	206117
Local authority	Derby
Inspection number	10364060
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	82
Number of children on roll	88
Name of registered person	Mickleover Day Nurseries Ltd
Registered person unique reference number	RP521988
Telephone number	01332 510808
Date of previous inspection	23 January 2019

Information about this early years setting

Mary Poppins Day Nursery registered in 1992. The nursery is managed by Mickleover Day Nurseries Ltd. The nursery opens from 7.30am until 6pm, Monday to Friday, all year round, except for one week between Christmas and New Year and bank holidays. The nursery employs 17 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 2 or 3. The manager has early years professional status. The nursery provides funded places for children aged nine months to four years.

Information about this inspection

Inspector

Lisa Gadsby

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Staff spoke to the inspector about how they support children with SEND.
- 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 carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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