



Poplars Blossoms Nursery School Ltd

Inspection report for early years provision

Unique Reference Number EY316871
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Inspector Diana Pidgeon

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Registered person Poplars Blossoms Nursery School Ltd
Type of inspection Integrated
Type of care Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Poplars Blossoms Nursery School Ltd was registered to provide day care in 2006. It operates from a converted building in Sherwood, close to the City Hospital and major routes into Nottingham city centre. Children are cared for on the ground floor of the premises in small groups according to their age. There are three secure outdoor areas available for children to use.

A maximum of 56 children may attend the nursery at any one time. There are

currently 18 children from nine months to four years on roll. Of these, three children receive funding for nursery education. The nursery is open from 07:45 to 18:00, Monday to Friday, closing for public holidays, one week at Christmas and two weeks during the summer.

There are eight staff who work with the children, four of whom are supernumerary. Five staff hold relevant early years qualifications and two staff are undertaking training. Additionally the nursery employs a qualified business advisor.

The nursery holds an Investors in People award. It is also a member of Human Scale Education, which promotes smaller learning communities. It receives additional support from an advisory teacher from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted because staff effectively implement the relevant policies and procedures relating to hygiene. This ensures the premises, toys and equipment are maintained in a clean manner and reduces the risk of cross infection. Children become increasingly independent in their personal care, for example washing and drying their hands after using the toilet, as this is incorporated in the daily routine. Younger children receive sensitive and individual support when potty training, which enables them to follow routines that are consistent with their home experiences.

Children enjoy a good range of healthy and nutritious meals and snacks that include portions of fresh fruits and vegetables. Foods provided introduce children to new tastes and textures and take account of any individual dietary or cultural needs. Older children serve themselves at lunchtime, so promoting their independence. Mealtimes are sociable occasions where children sit together and learn good manners. Sometimes, when finger foods are offered for snacks, children do not have an individual plate and this may weaken their understanding of appropriate hygiene practices at the meal table. Older children readily help themselves to drinking water at any time, whilst younger children are regularly offered drinks from individual cups. This ensures children have an adequate intake of fluids to promote their health.

All children enjoy a good range of planned physical experiences and time outdoors so that they benefit from fresh air and exercise. Pre-school children enthusiastically take part in a variety of activities, such as flying paper planes and joining in a bear hunt game, which develops their co-ordination and control. They learn skills, such as hitting a ball with a hockey stick, and enjoy their success as they practise. Babies and younger children explore outdoors in their own safe area. They use small equipment, enjoy riding wheeled toys and have fun on the slide, always with close adult supervision. Young children also receive good support to gain mobility indoors as they practise their early walking skills or reach for toys. Their emotional well-being is assured as staff offer good support for children who are new to the nursery, following home routines and providing close attention and comfort. This helps children to settle

and develop confidence.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children remain safe within all areas of the nursery because there are effective systems in place to identify and minimise any risks. Staff effectively implement the appropriate policies and procedures and provide high levels of direct supervision at all times. Access to the nursery is closely monitored, ensuring only known adults are allowed entry. Currently the nursery occupancy is low and so all designated care rooms are not fully operational. Rooms used by the children are thoughtfully organised to allow children space to play and to select activities of their choice. Arrangements for young children to sleep in separate areas where they are not disturbed promotes effective rest.

Children learn to take responsibility for keeping themselves and others safe through clear explanations from staff who explain why they need to open doors carefully or descend steps one at a time. Older children routinely line up when moving between areas and help to tidy away toys after use. Children are well protected as staff have a good knowledge of the fire evacuation procedures and qualified first aiders are always on site to deal with any injuries. All staff are knowledgeable about their role in protecting children from abuse and neglect and understand how to report any concerns so that children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Most children are confident, happy and settled in the nursery. New babies and children are carefully supported and given close attention by familiar staff who are sensitive to their individual needs. This helps them to feel reassured and increases their sense of trust. Warm and caring relationships between adults and children are evident. This means children are eager to seek out staff to share their news or to engage in play. Effective planning is in place to ensure all children engage in a meaningful range of activities and play that effectively promotes their development. Currently this is mainly undertaken by senior staff and steps are being taken to support all the staff team to play a part in the assessment and planning process. Staff have a clear awareness of how the 'Birth to three matters' framework supports the learning of younger children. Babies and younger children enjoy many first hand practical activities that encourage the use of all their senses. For example, children explore textures and smells as they make dough from flour and water and add herbs and spices. They play with bubbles in the water tray and handle a range of natural materials. Babies and toddlers explore musical instruments and finger puppets as they sit together and sing familiar rhymes. Children's individual routines for rest and feeding are respected. Babies are cuddled and comforted to help them feel secure.

Nursery Education

The quality of teaching and learning is good. Children achieve well as a result of the use of effective planning and assessment systems combined with the skilled use of a variety of teaching methods. Staff who work with the pre-school children have a good understanding of the Foundation Stage, which enables them to provide a curriculum that effectively covers all areas of learning. Staff skilfully engage children in conversation to promote language skills and extend their learning through careful questioning during practical activities and child-led play. Planning has clear learning intentions and identifies how activities can be adapted to meet the individual children's needs. Through the use of observation and assessment staff are beginning to understand what children know and can do, so that they can plan for their next steps in learning. Staff are confident to allow children to follow their own ideas and to extend activities according to their interests. This encourages children to be curious, promotes their enthusiasm and makes them active learners. There is a generally good range of resources available for children to use and many of these are readily accessible to them, for example the creative trolley. New items, such as a box of musical instruments, are being introduced regularly. Attractive wall displays within the rooms used by the children reflect their work. However, there is scope to develop the learning environment further so that it maximises the potential for children's learning.

Children are eager to participate and confident to try new activities, such as playing musical instruments. They form good relationships with one another and work co-operatively, for example by sharing resources and passing items to their friends without being asked. Children rapidly become independent as they pour their own drinks, select their own resources and fasten their clothes. Their behaviour is good as they sit and listen attentively at group times, taking turns to express their own ideas and opinions. Children begin to recognise simple words and letters around the environment. They enjoy stories and begin to retell these by looking at the pictures in the book. Children begin to recognise the sounds letters make and show pride as their attempts to label their own work are praised and valued. All children begin to count and sequence numbers, for example to see how many children are present or to identify the date. Through practical activities such as working out if there are sufficient chairs for everyone, children are learning about calculating. They use mathematical language to describe the shapes they see in books, and to compare height and distance as they fly their paper planes.

Children begin to experiment using a range of materials. For example, they design and make paper planes. Older children note how the design affects the performance and use this information to refine their models. This encourages their thinking and reasoning skills. Children observe changes in weather and how babies grow and develop. They learn about other faiths and cultures by sharing their experiences and through the use of some appropriate resources. Children move confidently around the environment and negotiate space as they run around outdoors or sit together at group times. This develops children's understanding and respect for personal space. They become skilled in using an extensive range of small tools, such as scissors, cutlery and writing implements because staff teach them to handle these safely and provide plenty of opportunities for practice. For example, children carefully spoon powder paint into a tub, pour water and mix with brushes in order to create the paint of their choice. Children's imagination is developing well as they engage in a wide variety of activities that encourage them to follow their own ideas. They create their

own drawings and models inspired by stories, explore the different sounds an instrument can make and enjoy role play.

Helping children make a positive contribution

The provision is good.

Children behave well within the nursery. They respond positively to the staff's clear and consistent guidance, which is based upon their effective implementation of the relevant policies and procedures. Children are learning to work co-operatively together, to share resources and to take turns often without being reminded. For example, children readily pass round the musical instruments at group time so that everyone can experience them. Younger children are supported to deal with their strong emotions, as staff are calm and sensitive to their needs and feelings. All children begin to understand when they have done well as staff are clear in their praise and use meaningful reward systems that are shared with parents. This helps them understand that good behaviour is valued. Warm and caring relationships are developing between the staff and the children. Sensitive support is given to new children throughout the settling in process so that they learn to feel confident and secure. Babies' and toddlers' individual routines for rest and feeding are respected so that they receive consistency in their care. Children's individuality is valued and appropriate systems are in place to ensure all children are included. They learn to respect the beliefs and customs of others through sharing experiences and the use of appropriate resources. Therefore, children's spiritual, moral, social and cultural development is fostered.

There is a strong partnership with parents throughout the nursery and this contributes significantly to children's well-being and development. Arrangements for the settling in of new children and any future transition between rooms ensure parents are fully involved and well informed. As a result children quickly develop a sense of belonging. Good quality information is provided for parents and this includes daily information on children's care. The partnership with parents and carers of children who receive funding is good. Parents receive clear information about the nursery and the curriculum followed by the children through notices, newsletters and meetings. They are fully aware of what their children are learning and ways in which this can be supported at home. Through discussion and the sharing of observations and assessments of the children staff work with parents regarding children's development and learning.

Organisation

The organisation is good.

Children's welfare is enhanced through good organisation in the nursery. The management team have clearly identified aims and are carefully building a committed staff team to work with the children. Rigorous recruitment and vetting procedures ensure suitable adults work with the children. Effective induction and staff monitoring ensures that the staff team have a good understanding of the policies and procedures that guide the setting and always implement these. The staff team work

flexibly and co-operatively to meet the needs of the children. Children are cared for in small groups, which means staff know the children well and build warm and trusting relationships that help children feel secure and settled. All the required documentation to support children's health, safety and well-being is in place and used appropriately.

The leadership and management of funded children are good. Currently the management team are closely involved in working in this area and are supporting staff through role modelling and training. They have clearly identified areas for development, for example by opening another room for the older children as the numbers of funded children rise. Good monitoring systems are in place to assess children's individual progress, staff development and parental satisfaction. This ensures the nursery is pro-active in measuring and evaluating their performance. Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue to support staff development with regards to involving all staff in the planning, observation and assessment of children (also applies to nursery education)

- review snack time arrangements to ensure these always promote children's awareness of good hygiene practice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop the learning environment and children's access to a wide range of resources that support all areas of the curriculum.

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