

# Poplars Blossoms Nursery School Ltd

Inspection report for early years provision

---

**Unique reference number**

EY316871

**Inspection date**

09/02/2010

**Inspector**

Susan Riley

**Setting address**

Poplars Blossoms Nursery, 205 Edwards Lane, Nottingham,  
Nottinghamshire, NG5 3JA

**Telephone number**

0115 9204809

**Email**

**Type of setting**

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Poplars Blossoms Nursery School Ltd was registered to provide day care in 2005. It operates from a ground floor building close to the centre of Nottingham. The nursery is open each weekday from 7.45 am to 6.00 pm for 49 weeks of the year, closing only for all main bank holidays, one week at Christmas and two weeks during the main summer school holidays. All children share access to a secure enclosed outdoor play area.

A maximum of 60 children under eight years may attend the setting at any one time. There are currently 72 children attending who are within the Early Years Foundation Stage (EYFS). The provision also offers care to children aged over five years to eight years during the school holidays. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. Children come from local and wider communities.

The nursery employs 16 members of staff. Of these, 13 staff hold appropriate early years qualifications and one staff member is working towards a qualification. One staff member holds Qualified Teacher Status.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children settle very well in the nursery and receive a good level of care because the qualified staff work very closely with individual children and their families. Staff demonstrate that they fully understand the welfare requirements, and have fully embraced the Early Years Foundation Stage (EYFS). All children make good progress in their learning and development because they enjoy a lovely range of play opportunities, both indoors and outside. Outcomes for children are good, and children's safety and well-being are given priority. Excellent effective partnerships with parents and carers ensure individual children's needs are fully met. All members of staff are enthusiastic in their roles and work very successfully together to reflect upon their practice and to identify aspects for improvement.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop further the risk assessments for outings to ensure they cover all types of trips and outings
- enhance further the learning environment to ensure that all children have access to resources covering all six areas of learning, with reference to the blue room.

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

Children are well-protected because all staff have a good understanding of safeguarding procedures and know when to take action to safeguard children in their care. Staff are aware of the possible signs of abuse and know what to do if they have concerns about a child. Children are protected as the well-qualified staff team keep the premises secure and supervise the children at all times. The nursery has robust recruitment procedures in place. Detailed risk assessments are carried out to provide a safe environment. However, the risk assessments for outings do not fully cover all the minor trips or outings that the children take part in. The staff have completed a very detailed self-evaluation process, which has involved the parents and staff. As a result the nursery has developed their own action plan for the future improvement of the nursery. The nursery has good monitoring systems in place for all the record keeping systems. The staff update policies and procedures appropriately. The provider and manager routinely make good use of a range of rigorous monitoring activities relating to the provision and outcomes for children.

The nursery helps parents and carers to support their children's learning in different ways. They provide workshops to help parents understand how their children develop and how they can help them in the home environment. Successful liaison with parents and carers contributes to improvements in children's achievement, well-being and development. The nursery places great value in ensuring that parents develop a sense of belonging to the setting and have a say in the care and well-being of their children. Parents and carers are encouraged to share what they know about their child when they first start the setting. They complete settling in information sheets and detailed forms about what their child can do and their individual likes and dislikes. This information helps staff to have a sound knowledge of each child's background and needs. All staff are focused on helping all children to make very good progress in their learning and development, and in promoting their welfare. Parents speak very positively about the nursery and state that the key strength is the staffing team.

They make the most of diversity to help children understand the society they live in. The resources are good, fit for purpose and support most children in their development. Within one room the children are not able to easily access resources to fully support all areas of learning. However, this is currently under review by the staff. The outdoor play area with the new soft surface and the large musical instruments offer children exquisite first hand experiences, as they use their bodies to make some lovely exciting sounds. The setting has good links with other early years providers and schools as they recognise the importance of this in helping children with transitions. Staff are aware of how to support children with special educational needs and have appropriate systems in place in order to fully support a child. The nursery, through their assessment systems, are able to identify quickly a child's need for additional support.

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

Children make good progress towards the early learning goals and in some cases they exceed the goals. All staff are involved in planning, and key persons assess the children towards the early learning goals. Staff provide a wide range of activities that take into account children's individual learning needs. They ensure that care is taken to meet each child's needs in all areas of learning by giving the right input at the right time and nurturing independence, self-confidence and self-esteem. All children behave very well as staff use appropriate strategies to encourage children's good behaviour, for example, distraction or positive praise. Children have lovely warm relationships with the staff and have lots of fun with them. All children are starting to develop their awareness of diversity through activities and resources. They take part in fundraising activities and access a good range of resources to help them positively explore and value differences and similarities in the wider world.

Children excitedly talk about what happens when they mix sand and water together and use their new words, 'solid' and 'liquid'. They are very eager to play and join in with the activities, they get excited at what they are doing. The older children are extremely keen to participate in the baking activity. The staff member is good at keeping their interests as they talk beforehand about what ingredients the children will need to make their 'Alphabet biscuits' and then reinforcing what they said as they follow the recipe. The younger children enjoy the game of 'peep-bo', laughing and giggling with the staff. Children benefit from playing with the finger puppets and gain a sense of achievement as they learn to place the puppet on their finger themselves. Older children demonstrate their own sense of humour as they make up a joke to tell their friends. The nursery place a great emphasis on children's communication, language and literacy. They use a reading scheme with the more able children, who are at the appropriate stage. Children are generally very good with the phonic letter sounds.

Children play cooperatively together and have definite friendship groups in place. For example, older children play in the play kitchen and work together to cook a pretend meal and the younger preschool children work together to build up the train track. Children are based in small groups, this is due to the main ethos of the nursery, which is that they create a small learning community to promote a sense of belonging. Younger children bring their own comforters to offer them emotional security. Children approach the staff as and when needed, demonstrating that they feel safe.

Children follow appropriate hygiene routines and the older children talk about the reasons why they follow such practice. For example, to wash the germs off their hands and why they need to exercise to keep themselves fit. Younger children are allowed to follow their own routines for sleeping. Children demonstrate good coordination skills, for both their large and small muscles. Older children learn to kick a ball with control and younger children crawl through a tunnel. They use and develop their small muscles and hand-eye control in all that they do. Children help themselves to drinks of water as they recognise that they are thirsty, this also

promotes their independence. Meals are cooked from fresh ingredients, and children learn good table manners as they sit together for meals.

## 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

|                                                                                                      |   |
|------------------------------------------------------------------------------------------------------|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

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

|                                                                                                      |   |
|------------------------------------------------------------------------------------------------------|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources                                           | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding                                                                    | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships                                                                    | 2 |
| 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 | 2 |
|------------------------------------------------------------------|---|

### Outcomes for children in the Early Years Foundation Stage

|                                                                  |   |
|------------------------------------------------------------------|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 1 |
| The extent to which children feel safe                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 2 |
| The extent to which children develop skills for the future       | 2 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

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

|                                                                                                  |     |
|--------------------------------------------------------------------------------------------------|-----|
| The provider confirms that the requirements of the voluntary part of the Childcare Register are: | Met |
|--------------------------------------------------------------------------------------------------|-----|