

Poplars Blossoms Nursery School Ltd

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

Inspection date	24/04/2013
Previous inspection date	09/02/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 strong attachments and relationships with the staff because of the good settling-in process at the nursery. As a result, they settle quickly into the routine and become keen learners.
- Staff provide children with a wide range of interesting and stimulating activities to help them make good progress.
- The nursery has strong and effective leadership and management which supports staff's daily practice and, especially promotes their performance, which helps to develop children's learning and care over time.
- Effective partnerships with parents means there is a united approach to meeting individual children's needs, ensuring that they make good progress.

It is not yet outstanding because

- Staff do not always make the best use of opportunities to broaden children's use and very good understanding of mathematical language during daily routines, for example, through talking about size and weight, counting, recognising numerals and understanding shapes.
- Books in the younger children's rooms are not always displayed invitingly enough to encourage the children to choose them independently. Also there are no areas for the

older children to sit comfortably without disruption from other activities. As a result, they sometimes do not have opportunities to fully appreciate the pleasure and enjoyment that books can bring.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 held discussions with the owner and manager and spoke to the staff, children and parents.
- The inspector observed free play, focused activities, outside play and meal times.
- The inspector held a joint observation with the manager.
- The inspector looked at children's assessment records, learning journey records, and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the documentation and the nursery's policies and procedures.

Inspector

Janice Hughes

Full Report

Information about the setting

Poplars Blossoms Nursery School Limited was registered in 2006. It is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The nursery operates from a ground floor building close to the centre of Sherwood, in Nottingham. The nursery is open each weekday from 7.30am to 6pm 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 an enclosed outdoor play area.

There are currently 72 children on roll, all of whom are within the early years age range. Children attend for a variety of sessions. The nursery receives funding for three- and four-year-old children. The nursery employs 17 members of staff. Of these, 16 staff hold appropriate early years qualifications at level 3 and 2. One staff member holds Qualified Teacher Status.

What the setting needs to do to improve further

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

- create inviting displays and comfortable areas in all rooms so that books can be chosen independently and looked at in comfort, to increase children's enjoyment of using books, to help them understand that books are enjoyable and can bring pleasure
- increase children's opportunities to use mathematical language in everyday routines, to talk about size and weight, to count and recognise numerals and understand shapes, for example, at meal times count the plates required and estimate 'how many more?'

Inspection judgements

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

Children enjoy their time at this warm and welcoming nursery. Staff have a secure knowledge and understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They provide a range of interesting and stimulating activities that challenge the children effectively. They understand children's individual needs because they talk to parents at the children's settling-in times and find out about their child's interests and capabilities. This helps to

ensure staff can meet children's individual needs and quickly help them to settle in. This information, along with their initial observations and assessments of the children, helps to form the children's starting points. Regular observations are made of the children in their play and are effectively recorded in the children's learning journey records. These documents also contain children's photographs, summary sheets and parental comments. All the information that is gathered from the records is efficiently used to tailor the planning, highlight children's individual next steps and offer good levels of challenge. As a result, children are making good progress in their learning and development. In addition, they efficiently track the children's achievements. This enables them to successfully identify any gaps in children's learning and accurately complete the progress check at age two when necessary. Parents have regular opportunities to review their children's progress at pick-up times, and also on parents' evening and open days. Here, parents have opportunities to discuss the progress of their children in more depth. This results in both parents and staff fully meeting the needs of children's learning effectively.

Staff promote and enhance learning through play with positive attitudes and very good teaching. They foster children's communication and language skills well. They are constantly talking to the children throughout the day. They ask open-ended questions and hold purposeful conversations about what they are doing. Children participate with enthusiasm as they sing popular rhymes, using actions skilfully. Older children develop their literacy skills as they enjoy stories, they sit attentively and listen. They answer questions and repeat the end of sentences with excitement and refer to sounds of the alphabet well. They learn early writing skills efficiently as they write their names accurately and begin to write for a purpose, such as writing sentences, shopping lists and writing their names accurately on their pieces of artwork. As a result, the children are demonstrating the characteristics of effective learners because they are making predictions and thinking. Children have opportunities to use books independently. In the pre-school room they do so with enthusiasm and chose from a good selection of quality books. However, once they have chosen their book, there is not always a cosy area to go and look at them without being disrupted by other children's play. As a result, they are not always benefitting as well as possible from the pleasure and enjoyment that books can bring. In contrast the younger children have areas to go to but the books are not always attractively displayed for them to choose from. This results, in younger children's choice not being promoted as effectively as possible, to encourage their use of books.

Children learn mathematical skills through adult-led activities, such as baking and learning about quantities, as they experiment with water filling and emptying containers. However, there is scope to improve opportunities for children to hear and use mathematical language in their play or during everyday routines to support their developing understanding of numbers, shapes and measure. Children's information and communication technology skills are promoted well as younger children use cause and effect toys and laugh and giggle as they watch the lights flash on and off. Older children enjoy using the computer skilfully as they play matching and sound games. These skills help the children to prepare for the next stage of their learning, which is usually school. Staff effectively promote children's natural curiosity to experiment and to find out how things happen. One example of this is when they investigate which objects float and which sink, while playing in the water. Staff take advantage of this and extend the activity further. They ask the children to gather objects and then to find out what happens when

they drop them into the water. To record their results, children accurately draw objects under the heading of 'float' and 'sink'. As a result of this activity the children show effectively good learning as they are fully engaged, well motivated and thinking. This enthusiasm for learning is prolonged as the children learn about the natural world. They grow bulbs, hunt for mini-beasts and watch the changes in the weather as they use the large musical tubes in the garden.

Physical development is a strength. Children have opportunities to develop their physical skills as they climb the steps on the climbing frame. They move and run around the garden and use a variety of larger equipment as they balance and ride on sit-and-ride toys. Staff also provide trips to the local park to use the larger equipment to enhance their physical development further. There are many opportunities for children to develop their small handling skills as they use play dough tools, thread objects and use paintbrushes to create their pictures. This also helps develop children's skills in expressive arts and design. They enjoy smearing and smile as they dab dots on the paper. To further this area of learning staff provide opportunities for children to participate in make-believe activities and singing. For example, children enjoy being fire fighters and use the hoses to 'put out' the fires. They laugh with excitement and use their imagination creatively.

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

Children are settled and secure and they enjoy trusting relationships with staff. They, in turn, are very caring towards children and treat them with respect and affection. This results in the warm, happy atmosphere that is clearly evident at this nursery and means that children's emotional well-being is well fostered. Children are eager to be involved with play activities because staff understand and respond to their individual needs. There is a well-established key person system that helps children form secure attachments and promotes their well-being and independence. Newly attending families have effective settling-in visits, which help children bond with staff and settle into the nursery. Staff are well deployed at all times, they are effective role models and they give children clear guidance about routines and behaviour. The children are well behaved. The nursery has introduced 'golden rules' for the pre-school children, which staff reinforce through gentle reminders. For example, they promote children's ability to listen by asking them to remember and say what they should do at story time. Children are also encouraged to take turns to speak when they are in a group. Children feel totally secure and settled in their environment.

Children enjoy healthy, nutritious meals and snacks and can access drinks. They are supported in following good personal hygiene routines, such as washing their hands at appropriate times. Staff include young children in this, which starts to develop healthy habits. Children's good health is promoted and they gain a good understanding of exercise through activities that encourage movement. For example, children practise running fast in races and proudly show how they can jump while they are still in motion. Children learn about their own safety. For example, during outside play staff explain about hazards as children climb up the slide instead of the steps. They learn how to keep themselves safe in an emergency as they practise regular fire drills. Children learn how to keep themselves and others safe with the support of staff. They talk to them about safe actions and

behaviours, such as not throwing sand or toys. Staff draw their attention to the fact that they might accidentally hurt one another when they grab each other in their excitement.

Children are accommodated in a clean, comfortable environment that is well maintained. Staff put a lot of effort into the presentation of their base rooms, resulting in interesting, attractive and child-friendly surroundings. Babies can relax on the comfy cushions in their room and look at themselves in a mirror. Children gain a sense of belonging as they see many examples of their artwork displayed. Staff make a point of positioning the creations done by younger children at low level so they too can enjoy seeing them. Children explore an interesting range of good quality resources in their rooms, which cater for all areas of learning.

Children's transitions between rooms within the nursery are managed effectively. Staff liaise with parents so they are included in the decision-making process as to when this occurs. Children visit the room they will be moving to on a number of occasions in the company of their existing key person. Their new key person then completes transition reports to monitor how well children settle; these are shared with parents, which enables them to contribute their perspective. All of these arrangements combine to create a systematic and efficient approach to supporting individual children and making sure their needs are met. The nursery recognises the value of meeting up with staff from other early years settings that children attend and the importance of assisting children's transitions to school.

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

The management team have a secure understanding of their responsibilities for meeting both the safeguarding and welfare requirements and the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. The manager successfully monitors the planning and delivery of the educational programmes by meeting with staff in each room and by conducting practice observations. This helps to improve the quality of the learning for all children. Children are well protected through clear safeguarding procedures. All staff complete child protection training and have a good understanding of their responsibilities in this area. The premises are secure and children are well supervised. Attendance records for staff and children indicate that staffing ratios are met in line with legal requirements. Risk assessments and daily checks of the premises and resources effectively reduce the chance of accidental injury. Nursery recruitment, employment and induction procedures are in place and implemented well to protect children.

Appraisal and supervision sessions are undertaken with staff to help improve practice and to increase confidence, which in turn helps to provide a better quality of care for the children. Staff are motivated and keen to develop the nursery. They are encouraged by the management team to attend training to develop their knowledge and understanding and inspection of training files confirms this commitment by staff. Good attention is paid to self-evaluation and promoting continuous development. Parents and staff are involved in this process to ensure that their views are considered when planning future

improvements, such as the improvement to the garden. Parents have contributed to this by providing seeds and plants and offering their time to help. This will provide the children with a pleasant area where they can sit and chat to friends and enjoy the flowers they have grown. The management team and staff have successfully completed the recommendations from the previous inspection effectively.

The manager reflects on the nursery's practice to identify priorities for improvement and has clear action plans in place to support this. She works closely with the local authority and engages well in their quality improvement programme. This shows the nursery has a good capacity to sustain improvement. The nursery works well in partnership with parents to promote children's welfare and learning.

Parents speak highly of the staff and express their satisfaction with the service provided. They comment positively about the nursery, particularly about the progress their children make, and the friendliness of the staff. Newsletters, daily diary sheets and verbal exchanges make sure parents are kept up to date with their child's care and learning. Policies and procedures are readily available. The nursery endeavours to build partnerships with other providers of the Early Years Foundation Stage when children receive care and education in more than one setting. They fully recognise where they have been successful in this and where this needs to be improved and are taking steps to further develop these links to aid all children's learning and development over time.

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 action. 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	EY316871
Local authority	Nottingham City
Inspection number	909289
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	72
Name of provider	Poplars Blossoms Nursery School Ltd
Date of previous inspection	09/02/2010
Telephone number	0115 9204809

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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, which are usually the childminder's 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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