

Poppies Nursery

Beechwood Children's Centre Nursery, Beechwood Primary School, Linden Road, Luton, LU4 9QX

Inspection date	16/12/2013
Previous inspection date	20/07/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Teaching is strong because practitioners are well trained and are efficiently supported by managers. Therefore, they make effective use of assessments of children to aid them in planning pertinent activities that support children in making good progress.
- Managers and practitioners are conscientious and continuously evaluate their daily practice. This helps to ensure that children's care is consistent and their safety and welfare are well considered.
- Children who have special educational needs and/or disabilities are supported well by all practitioners. This means that they make good progress in relation to their starting points and are well prepared for the move to school.
- Practitioners form good partnerships with parents and get to know each child well. This supports children in feeling secure and developing good relationships with their key person and other practitioners.

It is not yet outstanding because

- Opportunities for children to experiment by making marks and writing are not always optimised in all areas of play.
- Daily routines, such as snack time, are not always used to promote children's independence to the optimum.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main rooms and the outside areas.
- The inspector held meetings with the setting manager and the Pre-School Learning Alliance area manager, and carried out a joint observation with the setting manager.
- The inspector looked at children's assessment records and planning documentation.
The inspector checked evidence of suitability and qualifications of practitioners
- working with children, the provider's self-evaluation information and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Kelly Eyre

Full report

Information about the setting

Poppies Nursery was registered in 2010 on the Early Years Register and the compulsory part of the Childcare Register. It is situated within the purpose-built children's centre in the grounds of Beechwood Primary School, Luton, Bedfordshire. It is managed by The Pre-School Learning Alliance. The nursery serves the local and neighbouring area and is accessible to all children. It operates from three main rooms and there is an enclosed area available for outdoor play.

There are currently 15 staff working directly with the children, all of whom hold appropriate early years qualifications at level 3 or above.

The nursery opens Monday to Friday all year round, except for Bank Holidays and one week at Christmas. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 115 children on roll who are in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- extend the opportunities and resources for children to write and make marks during outdoor play and alongside other activities

- build on the opportunities for children to develop their independence; this particularly relates to snack time.

Inspection judgements

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

Practitioners pay close attention to understanding each child's needs and interests. This good understanding enables them to consistently offer children relevant support and well-tailored activities. Consequently, children are secure and are enthusiastic and positive about their play. Therefore, they are well prepared for school and future learning. All practitioners have a thorough knowledge of the Statutory framework for the Early Years Foundation Stage. They use strong teaching techniques that support children in making good progress. The setting uses effective procedures to gather a wide range of initial information from parents. This enables them to efficiently assess children's starting points

and monitor their progress. Practitioners observe children as they play, carefully assessing this information and using it to plan children's next steps and to ensure that their interests are included in the daily planning. This ensures that children are offered a creative variety of activities that capture their attention and promote their development in all areas. Good communication with parents means that they have frequent opportunities to share updates about their children. For example, they talk regularly with their child's key person and use the 'wow' board to record children's achievements at home. Parents are also supported well in extending their child's learning. For example, practitioners organise library trips, where they support parents and their children in accessing the library services.

Practitioners support children well in developing the skills they need in order to learn effectively and to achieve. Their good interaction and thoughtful provision of play opportunities that are based on children's interests mean that children are challenged and are encouraged to think further. For example, after noting that children are interested in a book about snow, practitioners offer a creative range of relevant activities. The children learn associated songs and use craft materials to make their own snowmen. They then thoroughly enjoy playing with a large tray of pretend snow. They become engrossed in this as they explore the glitter, fluffy cotton and streamers. Practitioners extend this as they place toy animals in the snow and children enthusiastically discover these, naming the animals and discussing the fact that they live in cold climates. The children go on to pretend that it is raining and a practitioner wonders what will happen to the snow. The children use their problem-solving skills to work out that this will make the snow melt, going on to talk about changes in temperature and the types of clothing they need. Practitioners make good use of time with individual children, offering the children opportunities to review their work and take pride in their achievements. For example, key persons sit with children to look through their learning journals. The children enjoy looking at the photographs and pieces of artwork, remembering the different activities and noting how much they have changed and learned. Children have some good opportunities to make marks and develop early writing skills. For example, they enjoy using a large white board placed at child height. However, writing materials are not always readily available outside and alongside other activities. This means that children are not fully encouraged to develop the use of writing for a purpose.

Children are offered a wide variety of opportunities that promote their physical development. For example, they develop balance and coordination skills and learn to be aware of the space around them as they participate in music and movement sessions at the children's centre. Thoughtful activities support children in gaining a meaningful understanding of diversity. For example, they discuss their different characteristics and enjoy sessions where parents come in to share their beliefs and to read stories in their home languages. Practitioners engage children in discussions, thereby developing their language and communication skills. For example, children enjoy talking about what they did at the weekend and how they celebrate Christmas. Children who speak English as an additional language are supported well in developing their language skills. Practitioners work closely with parents to assess children's development in their home language before planning the most appropriate support to help them develop their use of English. They also make use of picture prompts and gestures to support initial communication and develop vocabulary. Children with special educational needs and/or disabilities are also

supported well. The practitioner responsible for coordinating this area works closely with parents and other professionals in order to plan the most appropriate support for each child. She then works with practitioners so that all are able to support the children in their daily play. The setting also provides one-to-one support to children where needed and carries out individual activity programmes that promote communication and aid children's development. Communication is further supported through the use of sign language and simple visual timetables. The setting's monitoring of children shows that all children leave having made good progress in relation to their starting points.

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

Practitioners make good use of the key person system in order to aid communication and partnership working with families. This helps children in feeling settled and forming secure, trusting relationships with practitioners. Older children show that they enjoy practitioners' company as they happily include them in their play, and babies smile and make eye contact as practitioners sing and read to them. Children are actively encouraged to express their preferences, views and ideas. For example, older children enjoy working on 'floor books', where they draw and discuss subjects they are currently interested in. As a result of this constructive approach, children learn how to communicate their views and develop a positive outlook on their play and learning. This prepares them well for the move to school. This is further supported by the setting's thoughtful procedures. For example, they arrange for children to visit the school and for their prospective teacher to visit them at the setting.

Practitioners also put time and thought into helping new children settle. For example, they carry out home visits before children start at the setting. This enables practitioners to work with parents and obtain a good understanding of children's needs. It also means that children recognise a familiar face when they first enter the setting. Children's transitions within the setting are well planned so that they are supported and are not upset by the move. For example, children have several visits to their new room, often staying for snacks and meals. This means that they are familiar with the room, resources and routines and also enables practitioners to get to know the children and their needs and preferences.

Thoughtful daily practice and ongoing explanations support children in developing a good understanding of appropriate behaviour. They are encouraged to share and to consider how their actions affect others. Older children are also involved in developing the setting's practical rules, enabling them to understand boundaries and expectations. Children's health is promoted as snack time is well organised. Practitioners ensure that all children can participate at this time, offering appropriate support to any child who may find it difficult to access the snack. However, snack time is not always used to the full to support children in developing their independence. For example, practitioners sometimes serve children and do not always offer them opportunities to participate in preparing snack items, such as buttering their own crackers. Children gain a good awareness of the importance of healthy lifestyles. For example, they participate in activities that promote their understanding of oral hygiene. Their awareness of healthy eating is promoted as they eat healthy options at snack time, discussing these and referring to child-friendly

posters to help reinforce their knowledge. Children are supported well in gaining a good awareness of safety issues. For example, practitioners help them to set up role play scenarios where they use resources that help them understand how to cross the road safely.

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

Thorough safeguarding arrangements mean that children's welfare is consistently promoted. All practitioners have attended relevant training and are aware of the process to follow should they have any concerns about a child. Robust recruitment procedures ensure that all practitioners are suitable to work with children. Thorough risk assessments help to ensure that hazards are minimised or removed. This means that children play safely in a well-organised environment. Children's safety is further promoted as practitioners are organised and deployed well, ensuring that children are supervised at all times. All accidents are clearly recorded and discussed with parents. Children's welfare is further considered as any behavioural issues are effectively addressed. For example, practitioners work in partnership with parents to develop appropriate and consistent strategies to deal with the behaviour. They seek support and guidance from external agencies and other professionals whenever needed. The setting also provides one-to-one support to children whenever required. Practitioners and managers have an honest and positive attitude to the ongoing evaluation of their work. They obtain feedback from parents and children, giving them a good understanding of their strengths and weaknesses. This information is then used to develop clear action plans that lead to improvements in the provision for children. For example, a recent change is the creation of a partitioned area for children aged two to three years. This means that they have a secure base area but are also able to make independent choices about their play and to interact with the older children.

The manager works well in partnership with the Pre-school Learning Alliance senior managers and they set high standards for the setting. They implement good procedures to ensure that practitioners are well supported in all areas of their work. For example, practitioners have regular supervision sessions and are supported in attending further training and developing their practice. This has a positive impact on children. For example, practitioners actively share any new knowledge and ideas gained from training. This leads to changes in practice and creative ideas for activities, further improving children's daily care and learning opportunities. All practitioners work well together and make good use of team meetings to review their work and ensure that they are meeting the requirements of the Statutory framework for the Early Years Foundation Stage. The manager uses rigorous ongoing monitoring procedures in order to identify any areas where groups or individual children need further support. This monitoring process is also shared with senior managers, enabling them to work with the manager to support practitioners in planning effectively and ensuring that all children make good progress.

Practitioners are experienced and have good relationships with other professionals. For example, they work in partnership with speech and language therapists and workers from the children's centre. Therefore, they ensure that children and families receive consistent

and appropriate support when needed. Information is shared well with other providers caring for the children. For example, practitioners use a communication book to exchange assessment and planning information with childminders. This enables them to adopt a consistent approach to promoting children's welfare and development. The setting maintains good partnerships with parents, ensuring that they are kept well informed of their child's progress and activities. For example, there are regular parent consultation events, and practitioners make good use of daily communication books for younger children.

The Childcare Register

The requirements for the compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY417021
Local authority	Luton
Inspection number	946064
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	70
Number of children on roll	124
Name of provider	Pre-School Learning Alliance
Date of previous inspection	20/07/2011
Telephone number	01582 518400

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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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