

Poppies Childcare Limited

Monkmoor Campus, Woodcote Way, Shrewsbury, Shropshire, SY2 5SH

Inspection date

Previous inspection date

20/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff have a secure knowledge and understanding of how young children learn and develop. They are enthusiastic and plan stimulating activities, which enable children to make good progress in their learning.
- A well-established key person system is in place, which enables children to feel safe, secure and form appropriate attachments.
- Staff have a daily checklist to ensure the areas used by the children are safe and secure. The environment is well organised and enables children to select toys and resources for themselves, so promoting their independence.
- Children learn about keeping themselves safe and healthy through everyday routines and practices.

It is not yet outstanding because

- There is scope to build on the already good opportunities for parents to be involved in their child's learning to more fully promote continuity in learning experiences.
- There is scope to further strengthen the already good use of opportunities to develop children's understanding of mathematics.

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 observed activities taking place in the three base rooms and outdoor areas.
- The inspector viewed the three base rooms and outdoor areas used by the children.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of verbal feedback from parents.
- The inspector looked at children's learning records, staff files, policies and children's information records.

Inspector

Kath Harding

Full Report

Information about the setting

Poppies Childcare Limited was registered again in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in the grounds of The Wilfred Owen Primary School, Shrewsbury, Shropshire and is managed by five directors. The setting serves the local area and is accessible to all children. It operates from three base rooms and there are enclosed areas available for outdoor play. The setting employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including one member of staff with a Foundation Degree in Early Years.

The setting opens Monday to Friday, all year round, from 8am until 6pm. Children attend for a variety of sessions. There are currently 33 children attending, who are in the early years age group. The setting provides funded early education for two-year-old children. The setting 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:

- build on opportunities for parents to be involved in children's learning to help promote continuity of learning experiences

- extend children's very good mathematical skills further by providing more opportunities for children to develop their understanding, for example, by using stories, songs, games and imaginative play.

Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage and have a secure understanding of how young children learn. Consequently, they provide an interesting and stimulating range of activities and experiences that motivate the children and engage them in a balance of adult-led and child-initiated play. They are enthusiastic and highly motivated. This results in the children being eager to learn and becoming involved in activities. The key person plans suitably challenging activities for individual children based on accurate observations and assessments of them, to ensure they make good progress in their learning and development, particularly in the prime areas of learning.

Children's language development is well promoted as staff continually talk with them, actively listen to them and participate in their activities. They extend children's learning by making the most of opportunities to ask open-ended questions. As they explore the shells, children are encouraged to use all their senses. Staff encourage them to talk about how the shells feel and smell and to listen to them to see what they can hear. Children choose which songs to sing and sing familiar rhymes with obvious enjoyment. As they look at the weather board, they are encouraged by staff to think about what clothes they might need to wear when it is snowing and when it is sunny. They begin to gain a sense of time as staff encourage them to look at the date, day and month on the board. Children grow flowers and cress seeds, water these and learn how to care for them, so gaining an awareness of the world around them.

Staff provide a wide range of daily physical activities both indoors and outside. They provide crates for children to climb and balance on, slides to climb and slide on and compost for them to dig and explore in. This helps children to develop their physical skills. Children are encouraged by staff to count the number of cups at snack time and use mathematical language as they talk about 'more', 'big' and 'small'. However, there is scope to build on developing children's already good mathematical understanding through, for example, stories, games, imaginative play and songs. All children are generally working comfortably within the typical range of development expected for their age. Staff have implemented the progress check at age two and can confidently identify what the children in their care are able to do. Children's starting points, regular observations and assessments are recorded in their learning journals, which parents can freely access. These journals also contain children's artwork, photographs and opportunities for parents to add their comments to help promote continuity in children's learning experiences. However, there is scope to further build on this involvement, in order to ensure staff have a full picture of children's development both at home and at the setting.

Children are helped to make a smooth transition onto another setting as their progress in the primes areas ensures they have the main skills needed for their next steps in their learning.

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

Children are settled, happy and confidently explore the well-resourced environment, which supports their all-round development. A thorough settling-in procedure enables staff to gather information about each individual child, so aiding the smooth transition from home to the setting. The well-established key person system enables children to feel safe, secure and form appropriate attachments. Children develop good relationships with each other and staff as staff model calm and supportive interactions with the children. Children behave very well and are encouraged to use good manners at snack time, so promoting respect for each other. They are encouraged to pour their own drinks and choose their own snack, so promoting their independence. Food is freshly prepared, nutritious and balanced, which helps to promote an awareness of healthy food options. Children are encouraged to wash their hands prior to eating, which helps them to recognise the importance of good hygiene practices. They are encouraged to put their own coats and shoes on prior to going outdoors. This helps children become more adept at managing

their own personal care needs.

Staff provide a wide selection of good quality resources both inside and outdoors. The setting is open plan, so children are able to see and interact with staff and children in different areas of the setting. This helps children to build good relationships. Children are able to select their own toys and activities from the pictorially-labelled boxes, so helping to promote their independence. They can freely access the enclosed outdoor areas to benefit from plenty of fresh air to promote their good health. Children begin to understand about the importance of exercise as they slide, crawl through the caterpillar tunnel and use the baby walkers. They learn about keeping themselves safe as they are encouraged to develop their understanding of taking risks, particularly when accessing the outdoor environment.

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

Staff have a good knowledge of the safeguarding and welfare requirements and children's safety is well promoted. They have a good understanding of safeguarding procedures; they have attended training in this area and are aware of what to do if they have a concern, to help to keep children safe. The written safeguarding policy contains all of the required information and is readily available to parents. Children's safety is well promoted as staff undertake daily checks to ensure the areas used by them are safe. Staff also consider risks to children on outings. For example, staff risk assess the potential hazards when visiting the park. Thorough induction, recruitment and selection procedures are in place to help protect children and a record of all staff's Disclosure and Barring Service checks are maintained. This ensures that all staff are suitable to work with children.

Staff have a secure understanding of their responsibilities in meeting the learning and development requirements. The manager monitors the educational programmes to ensure there is a broad range of activities and experiences on offer to help children make good progress towards the early learning goals. Children's needs are quickly identified and well met through discussions with parents. Daily diaries are completed for parents, so they know all about their child's day. Strategies to further encourage parents contributions to children's ongoing development are being implemented.

The setting has no children on roll, who attend another setting but staff understand the benefits of partnership working and have ideas about how they will support this by, for example, sharing learning journey records and having meetings with the other provider to further enhance continuity in children's learning.

Staff are effectively monitored through robust practices, such as, supervision meetings, peer observations, team meetings and annual appraisals, to drive improvements. Training needs are discussed and implemented. Staff involve parents and children in the evaluation process by regularly asking for their verbal feedback. They use the knowledge gained to enhance their already good practice. They are committed to improvement and ensuring the evaluation of the service has a positive impact on the children. For example, the outdoor area has been revamped and now includes an extension of the indoor rooms. This

has resulted in children, who previously did not want to go outside now enjoying the freedom to be outdoors and exploring the resources and activities.

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	EY459233
Local authority	Shropshire
Inspection number	907860
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	33
Name of provider	Poppies Childcare Limited
Date of previous inspection	not applicable
Telephone number	01743 282 367

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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 assesses 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 4234, or email 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

