

# Poppies Childcare Limited

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

<b>Inspection date</b>	23/05/2014
Previous inspection date	20/09/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Children's safety is compromised because the manager does not ensure that medication administered to children is recorded appropriately.
- Ineffective supervision, coaching and monitoring of staff results in poor quality of teaching and weak performance. Staff absences compromise continuity of care.
- The quality of teaching across all seven areas of learning is not effective to enable children to make sufficient progress. Inaccurate assessment of children's progress hinders their ability to advance, particularly for those with special educational needs and/or disabilities.
- Staff do not establish children's starting points on entry to the setting and planned activities are not based on each individual child's learning needs. As a result, children's learning is compromised.
- Parents and other providers are not sufficiently encouraged to be involved in the sharing of information about children's learning and development in the setting.
- The key-person system is not fully embedded. Because of this, children's individual care, learning and emotional needs are not met.

### It has the following strengths

- Staff have a satisfactory knowledge of procedures to follow should they have any concerns about the welfare of a child or if an allegation is made against a member of staff.

## 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 in two playrooms and the outside learning environment.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector held meetings with the manager and directors.
- The inspector took account of the views of parents spoken to on the day.
- The inspector carried out a joint observation of an activity with the manager.

## Inspector

Karen Laycock

## Full report

### Information about the setting

Poppies Childcare Limited was registered in 2013 and is 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 two base rooms and there is an enclosed area available for outdoor play. The setting employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and one at level 6. The setting opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 44 children attending who are in the early years age group. The setting supports a number of children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve staffing arrangements to ensure that continuity of care and children's learning is not compromised as a result of staff absences and to ensure that every child's care is tailored to meet their individual needs
- involve parents and other providers in children's learning by; ensuring that information is shared on entry and during the placement; ensuring that parents are kept consistently informed of their child's progress and are given support to engage in their child's learning at home
- provide training, support and monitoring of all staff, including directors, to ensure teaching is effective so that every child's experiences are tailored to meet their individual needs, including those with special educational needs and/or disabilities
- ensure all staff consistently use observations and ongoing assessments to determine children's level of achievement and to shape learning experiences which are based on each child's next steps in learning
- ensure that the key-person system is fully embedded in order to tailor the care and learning to meet each child's individual needs
- keep a written record each time a medicine is administered to a child to protect children's well-being.

## Inspection judgements

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

The manager has not ensured that the requirements of the Early Years Foundation Stage are met. Teaching is inadequate because staff do not have an in-depth knowledge of how children learn and are not skilled at using observations of children to plan effective and individual next steps in learning. Children's starting points are not recorded and staff do not make regular and precise assessments. Activities are not tailored to meet children's individual learning and development needs. Consequently, staff are unable to plan to move them forward and accurately track individual children's progress over time, or identify any gaps in their learning. This means staff's ability to provide children with more targeted support, if needed, is significantly hampered. Therefore, children do not receive the support they need to ensure they are well enough prepared for school or their next stage of learning. They do not fully benefit from cohesion and consistency in their learning. This lack of understanding and focus on what children can and cannot do significantly hinders the quality of teaching. This makes it difficult to share the child's overall development stage with parents and other providers or professionals from other agencies, when necessary.

Staff provide parents with some information regarding their children's care, learning and development through the use of a daily diary and a parent's evening. However, staff do not engage with all parents regularly to share their children's achievements and learning priorities. Parents are not encouraged to be involved in their children's learning at the setting or to continue this at home. Staff are aware of the need to carry out the progress check for children between the ages of two and three years. However, because insufficient emphasis is placed on making secure assessments, the accuracy of the document is unreliable. The key-person system is not fully developed. Therefore, the setting is not able to effectively support the learning and development of all children. Key persons carry out some observations of what children can do, but the next steps in learning identified for each individual child are not always linked to the planning or recorded in a meaningful way. This means that in the absence of the key person, cover staff are unable to have the information they need to support and meet children's ongoing individual learning needs. This hinders the overall progress some children make towards the next stage of their development and impacts on their readiness for school. Cover staff do not take the time to read the children's development records, which means that they provide a supervisory role rather than quality learning experiences. For example, a child plays in the outside area, pouring water from one container to another. No one takes time to join in the child's play or extend this activity as the staff are not aware of the child's learning needs. The child loses interest and moves away. Consequently, children's communication and mathematical skills are not adequately supported or extended. This does not promote children's self-confidence or help them to become motivated learners and make good progress in their learning and development. This lack of a key person results in insufficient suitable activities for babies. For example, during circle time, a baby crawls over children taking part and is pushed away. Staff do not engage the child in purposeful play. This does not promote the characteristics of effective learning and results in children becoming bored and feeling insecure.

Staff do not engage well with the children to encourage their interest and make learning fun. They do not ask questions to challenge children's thinking. For example, during snack staff ask some open-ended questions, but do not give children enough time to think and respond to questions before they answer for them. Children are not provided with the time and freedom to explore the creative resources or become deeply involved in craft activities. This is because staff direct creative play, imposing their own ideas about how children should paint their picture and rushing the activity so that each child has a piece of work to take home. Children try and continue the activity and explore the resources but are told that their turn is over. The children are too young to understand this and walk away. This poor quality of teaching means that children are not encouraged to play, explore and be active, which limits their choice, enjoyment, achievement and progress. This means that children's progression to the next stage of learning is not fully maximised. Children are not given opportunities to freely access resources, such as pencils and paper, to help to develop their early writing skills. The structure and routine of the day helps children to understand what is going to happen next and they respond well to changes in the routine. Children develop suitable physical skills as they enjoy action rhymes that help them to learn that their bodies move in different ways and enjoy being energetic.

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

Management do not always record required information regarding medication administered to children, which is a breach of the safeguarding and welfare requirements of the Early Years Register and the Childcare Register. As a result, children develop a false sense of safety and security because there are inadequate steps taken to protect important aspects of their welfare. Nevertheless, children appear happy and settled in the setting. Other aspects of children's safety, such as staff recruitment procedures and the security of the premises, are positive. Staff ensure that equipment and resources are safe and suitable before use.

The manager has failed to implement the important role of the key person fully. This does not foster secure attachments between the children and key persons as the children, particularly babies, do not have the emotional support they need. This does not emotionally prepare children for future transitions, including school. Settling-in arrangements include taster sessions for new families so that staff can talk to parents about their children's care needs prior to their start date. As children move on to the school nursery class, visits are arranged to help them become familiar with their new room and the staff who will be caring for them. Children behave well and staff encourage them to share the good variety of toys and take turns. Staff provide good role models, treating the children with kindness, politeness and respect. Children respond well to the setting's rules, which include being kind to each other, sharing, helping to tidy the toys and understanding that they must not run indoors. Children sit together for their snacks and meals and eat healthy snacks supplied by the setting. Children develop independence as they are encouraged to feed themselves and select their own choice of drink. Children have access to fresh drinking water at all times. Staff in the baby room get to know the children's care needs through discussion with the parents prior to the children starting.

Children sleep according to their needs and have individual bedding, which is regularly laundered. They develop a good range of physical skills as they enjoy regular opportunities for fresh air and exercise. Children are supported well to develop an awareness of their own toileting needs and they are reminded to wash their hands at appropriate times during the day. The children are fully aware that they do this 'to kill the germs'. Consequently, they are developing a secure understanding of the importance of healthy lifestyles.

Staff supervise children well in the setting. Risk assessments are in place and staff understand how to minimise hazards. Children gain a good understanding of how to keep themselves safe. For example, when outside the children talk about not throwing the sand. Staff enable children to take safe risks under close supervision, such as when using larger outdoor equipment in the school play area. Systems are in place for parents to share information with the setting about any health or dietary issues the children may have and there are thorough records maintained for accidents which occur on the premises.

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

This inspection was prioritised following a complaint received by Ofsted about safeguarding practice, safeguarding policy, food and drink, managing behaviour and information for parents and carers. Following a visit by Ofsted, the provider received a notice to improve to arrange training that will enable the practitioner designated to take lead responsibility for child protection, to have the knowledge and understanding of their role; ensure the practice relating to child protection concerns is implemented in line with the setting's policy; improve knowledge about disqualifiable offences and the Ofsted waiver process to ensure suitability decisions are robust for existing staff, new staff and registered individuals; ensure the child protection policy includes an explanation about the action to be taken in the event of an allegation against a member of staff who is also a Registered Individual; ensure the good health of children is promoted by taking necessary action to respond to children who are ill in line with the setting's procedures. Although managers have met all of these actions set by Ofsted, medication continues to be issue. This is because staff do not always record the required information regarding medication administered to children who attend the setting. This is a breach of the Early Years Register and Childcare Register. Staff have a suitable understanding of how to protect children from harm as they are aware of the signs that may cause concern about a child's welfare. Staff are confident to seek advice and help and are aware of the action to be taken and who to contact should this be necessary. Relevant suitability checks have been undertaken on all adults working in the setting to ensure children are cared for by suitable people. Appropriate systems are in place in the event of an allegation against a member of staff or director. The manager is aware of the disqualification and Ofsted waiver process.

The key person system has not been fully embedded, which results in children feeling bored and insecure. This does not promote their emotional well-being or learning and development needs. There is ineffective monitoring, supervision and coaching of staff and

directors, resulting in poor teaching practice and poor identification of training needs to meet the needs of the setting or children. Staff do not receive appropriate support or monitoring to ensure they fully understand how to support each child's needs and how to successfully deliver the learning and development requirements. Because of this, the manager cannot show how children are progressing over time in all areas of learning. Staff do not have sufficient knowledge of the importance of the prime areas of learning. The manager and staff, who include the directors of the company, have a lack of understanding of the requirements for the Early Years Foundation Stage, which means that children's safety is compromised and progress towards meeting the next steps in their learning is hindered. Support for children with special educational needs and/or disabilities is not effective. This is because staff have insufficient knowledge of how children learn and develop. Staff do hold relevant qualifications, however, this does not have a positive impact on the quality of teaching in the setting.

Parents are not encouraged to be involved in children's learning and development in the setting or to continue this at home. The setting has not established partnerships with other settings that children may attend, so continuity for children attending more than one setting is not promoted. Systems are in place for parents to share information with the setting regarding any health or dietary issues which their child may have and there are thorough records in place in relation to accidents. Processes for self-evaluation and monitoring are ineffective in identifying weaknesses within the setting. This has resulted in some legal requirements not being met. This means that the manager is not sufficiently ambitious about improving practice so she can meet legal requirements and provide a safe and stimulating early years environment for children.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- keep a record of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it (compulsory part of the Childcare Register)
- keep a record of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it (voluntary part of the Childcare Register).

## 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

<b>Unique reference number</b>	EY459233
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	971537
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	37
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Poppies Childcare Limited
<b>Date of previous inspection</b>	20/09/2013
<b>Telephone number</b>	01743 282 367

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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.

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.

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