

# Poppy's Day Nursery Limited

Poppy's Day Nursery Limited, Headcorn Road, Staplehurst, Kent, TN12 0BU

<b>Inspection date</b>	11/04/2014
Previous inspection date	20/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Staff provide a friendly, welcoming atmosphere and a good range of activities to promote children's learning effectively.
- Staff offer children a good level of support and encouragement to behave well and keep themselves safe.
- Staff use effective questioning techniques to extend children's interest and learning.
- Children have good relationships with staff, which helps them to settle quickly and move through the setting with ease.
- The management and staff team are committed to continually developing and improving the provision and take effective steps to ensure positive outcomes for children.

### It is not yet outstanding because

- The organisation of play and learning directly after lunch results in children not being fully engaged at this time.
- Children engage in a variety of craft activities, although staff do not always encourage children to express themselves creatively.

## 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 children engaged in activities both indoors and outdoors.
- The inspector sought the views of parents.
- The inspector had discussions with the registered individual and manager.
- The inspector carried out joint observations with the registered individual.
- The inspector viewed a range of documentation, including policies and children's individual files.

## Inspector

Julia Easton

## Full report

### Information about the setting

Poppy's Day Nursery registered in 2008. The nursery operates from several rooms in a converted single-story building in Staplehurst, Kent. There is access to an enclosed outdoor play area. It is open Monday to Friday from 7.30am to 6.30pm all year round. Children attend for a variety of sessions. The nursery serves the local and surrounding areas. There are currently 75 children on roll aged between 18 months and four years. The nursery is in receipt of funding for the provision of free early education for two-, three- and four-year-olds. The provision is registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. There are 12 staff, including the owner/manager, working with the children. Of these, 10 hold appropriate early years qualifications at level 3 or higher. The nursery receives support from the local authority. Accessibility to the premises and parking are good.

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

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

- improve the organisation of resources and space to provide greater challenge for children following the lunch period
  
- enhance opportunities for children to use their own ideas and express themselves creatively.

### Inspection judgements

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

The children explore the welcoming nursery environment, engaging with the activities staff have provided. Staff promote children's learning and development effectively and make good use of observations to assess their stage of development. Staff track children's progress and share this with parents. Appropriate arrangements are in place to complete the required progress check for two-year-old children. Toys and resources are easily accessible, helping children to make choices about their play. The recently developed garden area provides a variety of opportunities for children to practise their physical skills.

Children concentrate when listening to stories read by staff and this promotes their learning as they listen, pay attention and talk to staff about the story. Older children enjoy showing books to their friends, whilst the story plays on a compact disc. Staff teach children to play cooperatively with others. Children are developing their independence skills, such as serving themselves at lunch and snack times and pouring their own drinks. There is a good balance of child-led and staff-guided activities throughout the day. Staff

encourage younger children to name the toy animals they play with, praising the children when they name the animals themselves. This helps to promote children's self-esteem and encourages them to express their ideas. While older children are playing with cars, trains and aeroplanes staff use open-ended questions, which require children to consider their response. Consequently, staff are supporting children's communication and language skills effectively.

Staff help children to recognise their names from cards that are used for place settings at lunch time. Staff provide activities that involve counting, and numbers are displayed in the nursery. This helps children to develop early mathematical skills and begin to recognise numbers. Children enjoy being creative and use a variety of resources to make pictures, including glitter, glue, shapes and paper. However, some craft activities use pre-cut shapes and do not always encourage children to use their own ideas and express themselves individually.

Parents speak positively about the support their children receive at the nursery. Children are confident and keen to interact with staff. They are developing the skills they need for going to school.

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

Each child has a named key person and there is effective support in place to help children settle in the nursery and cope well when they move from one room to another. Staff encourage children to gain confidence and independence skills and this helps them prepare for school. For example, they use the toilet when they need to and wash their own hands. They also serve themselves at snack and lunchtimes. Staff promote children's behaviour effectively, encouraging good listening and consideration of others. This shows in children's behaviour, which is good. Children play well together, sharing and taking turns and this supports children's emotional well-being.

The nursery provides healthy snacks and uses a catering company for the provision of balanced, nutritious lunches. This helps children develop an understanding of a healthy lifestyle. Dietary needs are taken into account ensuring children's individual requirements are met. Children benefit from daily physical play in the outdoor area, which includes a range of equipment that encourages children's learning. Staff provide children with opportunities to challenge themselves physically while providing good supervision. This develops children's confidence and awareness of keeping themselves safe.

Staff give children responsible jobs, by naming them 'helper of the day'. For example, they are asked to lay the table for lunch, and this helps develop children's confidence and self-esteem. Staff provide a good range of resources and activities to keep children well occupied and motivated to learn. After lunch, children who need to rest or sleep can do so in allocated areas and staff remain close by to ensure children are supervised. During this period, when some children are resting, staff do not always organise the space and resources to enable those who are still awake to be engaged in purposeful play. Although

well-behaved, children are sometimes unsure of what to do.

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

Staff demonstrate a secure knowledge of the safeguarding and welfare requirements and implement them well. There are written procedures for child protection and staff know what to do should they have any concerns about a child in their care. The nursery premises are secure and staff supervise children well to keep them safe. Documentation is in place to record incident and accidents and risks are assessed effectively. There is an effective recruitment process in place and appropriate checks are carried out to ensure staff suitability to work with children.

Managers encourage staff to reflect on their practice during staff supervisions, and records of these meetings are maintained. Staff are encouraged to attend training that increases their knowledge, therefore improving outcomes for children. All staff have completed paediatric first-aid training to enable them to treat any minor incidents as required.

There are positive relationships with parents and staff communicate with them well about what their children are achieving in the nursery and about any changes, such as new staff. Management and staff have a good understanding of the learning and development requirements and they observe and record children's progress, which is shared with parents. Staff have developed good links with local primary schools, which supports children's move from nursery to school. Staff work alongside a range of professionals involved in offering support to the children, when the need arises.

Children benefit from playing and learning in an environment where staff are committed to continuous improvement. For example, staff have changed the way they plan for activities in the toddler room that helps meet the needs of these younger children. The nursery has improvement plans in place and staff contribute to these. The staff team hold regular meetings to discuss practice and share ideas. There is a strong capacity to improve.

### **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	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>	EY373346
<b>Local authority</b>	Kent
<b>Inspection number</b>	829313
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	22
<b>Number of children on roll</b>	75
<b>Name of provider</b>	Poppy's Day Nursery Limited
<b>Date of previous inspection</b>	20/11/2008
<b>Telephone number</b>	01580 892 600

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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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