

Poppies Childcare Limited

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

Inspection date	24/10/2014
Previous inspection date	23/05/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Leadership and management are good. There are robust systems in place to effectively safeguard children. Staff have a very strong focus on promoting children's safety and welfare. For example, they restrict the use of mobile phones and cameras in the nursery and inform visitors and parents of this practice.
- The quality of teaching is good. Staff promote children's learning and development across the prime areas very well. In particular, children's communication and language development is well supported through daily interactions. As a result, children make good progress in their learning.
- The systems in place to observe and monitor children's learning are very good. Staff carry out regular, detailed observations, which clearly identify children's next steps in their learning. Parents are kept informed of their children's progress and are actively encouraged to become involved in all aspects of nursery life.
- The key-person system is well embedded and staff form secure attachments with children to support their emotional well-being.

It is not yet outstanding because

- The outside area provides children with fewer opportunities to explore the natural world, to further develop their knowledge of living things.

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 visited the nursery over a period of two days. She observed play and learning activities and spoke to staff and children indoors and outside.
The inspector held a meeting with the manager and looked at and discussed a
- range of policies and procedures. She carried out a joint observation with the manager.
- The inspector took account of the views of parents from their written comments.
The inspector checked evidence of the suitability and qualifications of the staff
- working with the children, the provider's self-evaluation form and the improvement plan.
- The inspector looked at a selection of children's assessment files and progress tracking information and discussed their progress with their key persons.

Inspector

Kerry Wallace

Full report

Information about the setting

Poppies Childcare Ltd was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is managed by a management committee. It operates from a building within the grounds of the Wilfred Owen Primary School in Shrewsbury. The nursery opens Monday to Friday, all year round, from 8am to 6pm, except for Christmas week. Children attend for a variety of sessions. The nursery serves the immediate locality and also the surrounding areas. Children have access to an outdoor play area. There are currently 70 children on roll, of whom 40 are in the early years age range. The nursery receives funding for the provision of free early education for two-year-old children. There are currently 10 staff working directly with the children, nine of whom have an appropriate early years qualification. Of these, one has a qualification at level 6 and eight have qualifications at level 3. 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:

- enhance the outdoor area, so that it provides children with further opportunities to explore the natural world, for example, by developing children's interest in gardening, so they learn about living things and how to tend to plants and grow vegetables.

Inspection judgements

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

Staff have a good knowledge and understanding of how to effectively promote children's learning. They use their experience and qualifications to provide children with developmentally challenging activities that provide interest and stimulation. Staff plan hands-on learning experiences, which not only follow children's interests but also build on their prior skills and knowledge. Staff have recently reviewed and revised the systems for assessing and observing children to ensure that their next steps in learning are more consistently identified. For example, there are monitoring sheets displayed on walls to ensure that all aspects of learning and development are actively promoted. Staff are aware of children's starting points and capabilities, through effective communication with parents, settling-in procedures and discussions with the staff who work alongside the children. Children's progress files are available for parents to view and provide detailed information on each child's learning. The progress check for children aged between two and three years is completed well and shared with parents and other professionals. This means that, if needed, additional support can be sought to help target gaps in children's learning. The good quality of teaching results in children benefiting from first-class learning experiences throughout the nursery. As a result, children make good progress in

their development.

Staff spend a lot of time with their key children as they recognise children learn best when they feel safe and settled in the nursery. The key person works with children in small groups. This helps to develop their self-confidence and social skills. Babies enjoy exploring natural resources and find out how to make noises from musical instruments. Staff constantly talk to children and they respond by babbling and repeating words. This supports children's early communication and language development. Babies enjoy singing familiar nursery rhymes with staff and learn new actions to accompany these. This emphasis on the promotion of personal, social and emotional development as a basis for learning prepares children well for the next stage in their education, such as moving rooms or on to school.

Staff have worked hard to engage parents in their children's learning. For example, they now use a soft toy that children take home and use to record their personal events or celebrations. There are lovely photographs to show children engaged in different activities and parents write a narrative to support his. A 'sharing tree' has been introduced to encourage parents to bring in special photographs of their children to share with others. There is now a very detailed entry sheet completed by parents to inform staff about their children's particular likes and dislikes. Staff organise parent's evenings, so that children's progress can be discussed and their individual records viewed. Consequently, staff support parents in being involved in their children's learning very well.

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

Children are supported by caring staff who are good role models. Staff form secure attachments with children to promote their emotional well-being. Children are each allocated a key person who plans to meet their individual needs in the nursery. For example, staff are aware of children's personal preferences with regard to diet, sleep and routines. They know when children are tired and offer reassurance and cuddles to appease them. Children climb onto staff's laps to share stories and appear happy and content. Parents comment that they are 'pleased with the care offered' and they 'like the smallness of the nursery'. The good links with the host pre-school, and the close proximity of the outdoor areas, allow children to regularly see other children and speak with their future teachers. Children spend time in older groups, so that they become emotionally prepared for their next stage in learning. They are well behaved and play well together. Children take turns and share their toys with each other. Their confidence is developing well and they are keen to interact with visitors and talk to them about their interests.

Staff provide children with a snacks and meals that are healthy and nutritious. They ensure that children have a good balance of fresh fruit and carbohydrates to promote their health and physical well-being. Children's allergies and personal preferences are monitored very well by staff and details are displayed in the nursery's kitchen. Fresh drinking water is available to children, so they can regulate their own thirst throughout the day. Children learn about being healthy as staff discuss with them why it is important to wash their hands after toileting and before eating. They are able to access a wide range of low-level resources and are encouraged to tend to their personal needs, such as washing and

drying their hands. Children's independence and self-care skills are promoted well.

Children have access to regular outdoor play and benefit from fresh air and physical exercise. They enjoy being outside and exploring the sand and making marks with buckets of water and paint brushes. Staff remind children how to play safely with small tools, such as rakes and spades. Children listen and play safely and are learning to understand how to manage their own safety. They are happy and content as they explore the outdoor environment. Staff working with the younger children have provided shelter for children, so they can play out in more inclement weather. The indoor environment is bright and welcoming. It is full of good quality resources that promote children's all-round development. The outdoor area is well organised and has a wide range of resources and toys for children to engage with. However, children are not fully encouraged to explore the natural world or learn about how things grow.

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

Management has a good knowledge and understanding of the learning and welfare requirements in the Early Years Foundation Stage. They are astute in promoting children's safety and well-being in the nursery. For example, they are aware of the different types and signs of abuse and seek explanations about any unusual bruising. All accidents are dealt with calmly and are accurately recorded to inform parents of the details and any first aid administered. Staff ratios are maintained and children are closely supervised throughout the day. All staff have undertaken suitability checks and there are robust systems in place to check them before they commence work. All visitors are asked for identification, so that the nursery has an accurate record of all adults' attendance. All staff are aware of the need to prevent the inappropriate use of mobile phones and cameras in the nursery. Visitors and parents are reminded of this by posters that are displayed around the nursery. There is an extensive induction programme in place to ensure that all staff are aware of the nursery's detailed policies and procedures. The environment is risk assessed on a daily basis and is safe and secure for children. Consequently, children's safety and welfare are promoted well.

Since the last inspection, and subsequent monitoring visit by Ofsted, leadership and management has significantly improved. Management has focussed very clearly on addressing the previous actions from the last inspection, and staff have worked very hard to implement these. For example, they now carry out detailed observations and clearly identify children's next steps in their learning. Parents are kept informed of their children's progress and an array of strategies has been put into place to involve them in their children's learning. For example, there is a 'sharing tree', which holds photographs of children participating in home activities and events. Parents' evenings are held, so that parents can view their children's records and talk with their key persons. There are photographs and displays to remind parents of their children's key persons. This shows the commitment of the management and staff to addressing areas that require improvement. Parents' views are sought through questionnaires and, subsequently, used to evaluate the provision. Staff have completed Ofsted's self-evaluation form and used this to highlight areas for development. For example, staff have identified that they need to

develop children's early literacy skills by seeking further training on phonics. This means that evaluation is focussed on constantly improving the quality of teaching in the nursery.

Staff are mostly qualified and experienced in early years. They have a good knowledge and understanding of the learning requirements in the Early Years Foundation Stage. They use this very well to provide children with a stimulating environment that promotes their learning and independence. The manager monitors staff practice through regular peer observations and supervisions. She feeds back to staff about the outcome of these, so that the quality of teaching is closely monitored. Training courses are identified to address any areas that require reinforcing or to acquire additional knowledge. Staff receive support from the local authority and are aware of how to access additional support for children from external agencies and professionals, if needed. This shows that staff are able to support children in their continued development, so that they are prepared for their future learning, such as the move to pre-school.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	980413
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	37
Number of children on roll	70
Name of provider	Poppies Childcare Limited
Date of previous inspection	23/05/2014
Telephone number	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.

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