

Poppy & Jack's Nursery and Pre-School



St. Johns RC Club Church Hall, Breck Road, POULTON-LE-FYLDE, Lancashire, FY6 7HT

Inspection date	26 January 2015
Previous inspection date	24 November 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The quality of teaching is outstanding. Staff have a superb understanding of the learning and development requirements of the Early Years Foundation Stage. As a result, children thrive as they engage in a range of interesting activities, which meet their individual needs and interests.
- Staff use highly effective strategies to promote children's communication and language skills and, as a result, any gaps in their learning are rapidly closing.
- The key-person system is highly effective and children's social and emotional needs are exceptionally well met. Relationships with staff are excellent and this fosters a sense of belonging. Children are confident and thoroughly enjoy their time at the nursery and pre-school.
- Children develop healthy lifestyles and strong physical skills. They have excellent opportunities to exercise vigorously in large spaces, such as outdoors in the fresh air.
- Children are kept safe from harm because staff understand how to manage risks and protect children's health and safety. They have a robust and secure understanding of safeguarding procedures to ensure children's welfare and safety.
- Meticulous self-evaluation takes into account the views of all the staff, parents and children, and action plans are used to drive improvement. As a result, children's needs are extremely well met and they make rapid progress.
- Highly effective partnerships with parents and other agencies results in information being successfully shared, resulting in consistency in children's learning and well-being.
- Staff teams work outstandingly well together and, as a result, the organisation of the nursery and pre-school is excellent.

What the setting needs to do to improve further

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

- embed further the already strong focus on actively engaging all parents in their children's learning at the nursery and pre-school, and at home.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning in the indoor and outdoor areas.
- The inspector completed a joint observation with the nursery and pre-school manager.
- The inspector held a meeting with the nursery manager, deputy manager and registered person, and looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working at the nursery and pre-school.
- The inspector took into account the views of parents spoken to on the day of the inspection and the nursery and pre-school's own evaluation forms.

Inspector

Cath Palsler

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

The highly motivated staff provide children with a rich and purposeful learning environment. Teaching and learning is consistently outstanding as staff have high aspirations for all children. Robust observations and assessments are used to accurately identify children's skills, knowledge and abilities, and any gaps in children's learning. Staff give high priority to working in partnership with parents, to encourage the sharing of ongoing information about children's interests and how to support their learning at home, and are keen to develop this further. As a result, all children make rapid progress towards the early learning goals. Staff are highly tuned in to children's existing skills and motivations as they play. For example, as staff encourage older children to work out the speed and angle they need to roll objects down the piping. Staff introduce new language as they talk and sing to babies as they play. As a result, children stay engaged and focused in their learning, develop excellent communication skills and are extremely well prepared for the next stage in their learning, including their move on to school.

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

Children thrive as they form close bonds and secure emotional attachments with the staff. They arrive with eagerness and confidence, and settle in extremely well. There are excellent relationships with parents, local schools and other professionals, to provide children with continuity in their care and well-being. Children are self-motivated and confidently explore their environment to play with resources of their choice. They effectively manage their own needs, such as pouring their own water and helping prepare their healthy snacks. Children learn about healthy food and notice the changes to their bodies when they engage in physical exercise. Staff provide children with physical challenges, such as climbing and balancing on the excellent range of activities outdoors. As a result, children's physical and emotional well-being is superbly catered for. Staff have very high aspirations of the children and are excellent role models of behaviour, showing kindness and consideration to others. As a result, children play cooperatively together as they understand what is expected of them and their behaviour is exemplary.

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

The safeguarding and welfare requirements are given utmost priority by the management and staff. All staff have completed relevant paediatric first-aid and safeguarding training. This results in their robust knowledge of the policies and procedures to follow should they have a concern about a child's well-being or safety. Most of the staff hold a relevant qualification of at least a level 2 and this is reflected by the high quality teaching. There is a rigorous programme of staff support and training, to monitor performance to identify and tackle areas to develop. They are led by a highly motivated, passionate and inspirational management team. There is a strong emphasis on involving all staff, parents and children in working together to develop and drive improvement. This results in consistently outstanding practice across the nursery and pre-school.

Setting details

Unique reference number	EY421072
Local authority	Lancashire
Inspection number	852176
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	61
Number of children on roll	94
Name of provider	Peek-A-Boo
Date of previous inspection	24 November 2011
Telephone number	01253894989

Poppy & Jack's Nursery and Pre-School was registered in 2011 and is owned by a private provider. The nursery and pre-school employs 26 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 2, including two with Early Years Professional status or Qualified Teacher Status. The nursery and pre-school opens from Monday to Friday all year round. Sessions are from 7.45am until 6pm. It provides funded early education for two-, three- and four-year-old children.

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