

# Little Poppets Nursery School/Kidz Club

388 Coleman Road, Leicester, Leicestershire, LE5 4EF



## Inspection date

Previous inspection date

4 February 2015

28 March 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff present group activities with enthusiasm and skill so that children are captivated, fully engaged and sustain good levels of concentration and interest.
- Children are very well behaved. Staff deal sensitively with any issues and help children to learn about good social behaviour.
- Children settle very well when they are new to the setting because staff offer them good emotional support.
- Managers working with babies and younger children are good role models for staff.
- A consistent system of assessment and planning supports children's journey through the setting and enhances parents understanding and involvement with their child's progress. Partnership with parents is strong, with good levels of communication.

### It is not yet outstanding because:

- For older children, some creative activities are not well planned or resourced. These activities do not extend opportunities for children to explore and develop their own ideas and skills fully.
- Supervision meetings between managers and staff are not frequent enough and do not extend opportunities for discussion about children, sensitive issues and professional development.
- Staff who work with older children have limited opportunities to observe good role modelling by managers at the setting.

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

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

- develop planning and the range of accessible resources for creative activities, for children aged 3 years and over within the early years age group, so that it is clear what children are expected to learn and the opportunities to explore and develop their own ideas and skills are extended
- further develop the system for staff supervision so that it is more regular and offers improved opportunities to discuss and address any issues, including children's development and well-being, and provide coaching
- develop opportunities for staff working with older children to observe best practice on a regular basis.

### **Inspection activities**

- The inspector conducted a joint observation with one of the managers.
- The inspector held a meeting with the registered person and joint managers.
- The inspector looked at observation and assessment records and planning documentation for children's learning and development.
- The inspector had discussion with parents and took account of their views for inspection.
- The inspector looked at various records, including those for staff recruitment, accidents, supervision, and children's attendance.
- The inspector observed children's involvement with activities in their group rooms.

### **Inspector**

Mark Evans

## Inspection findings

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

Children freely select from good quality resources and a range of activities that promote their learning and independence across all areas of learning. All children make good progress in their learning and development. In group activities, staff skilfully capture and retain children's interests for long periods of time. Older children negotiated an extended period of story time and continued with full participation. These activities are used very well to help children to practice how to sit, listen and concentrate in readiness for school. Some creative activities for older children, such as cutting pictures from magazines or making celebratory cards, do not extend opportunities to try new ideas and experiment with various materials. Younger children thoroughly enjoy singing rhymes as they use monkey toys as props; they are compelled to and jump and move to the narrative of the rhyme. Young children and babies make good progress with communication and language because staff show interest in them and give suitable time to listen and encourage sounds and words.

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

Children have good relationships with staff. New children in the setting feel emotionally secure and gain independence because there are effective and embedded strategies to help children settle. Staff have high levels of expectation for children's developing independence. Children enjoy outdoor play and choose from a wide range of resources that help them to develop physical skills. Opportunities for children to experience natural outdoor resources that the unique outdoor environment offers are limited at present. Children demonstrate good behaviour; staff manage any incidents promptly and sensitively and help children to learn about appropriate social behaviour. In activities, staff adeptly weave in messages, such as the need for children to stay with their parents or carers when out with them, so that children learn about keeping themselves safe.

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

Managers seek to improve the quality of the provision and have made good progress since the last inspection. The system for self-evaluation continues to develop; it is periodically reviewed and updated with relevant points for improvement. Managers have key person responsibility for younger children and are good role models for other staff. They also complete joint observations with staff and review their findings to develop the quality of teaching. However, staff working with the older children do not benefit from observing the best practice on a regular basis. Annual appraisals are completed to review professional development; however, the system for staff supervision does not routinely extend opportunities to discuss children or to receive coaching to improve personal effectiveness. Staff have a good understanding of how to safeguard children's welfare. They are aware of what would concern them and who to refer this to. Parents enthusiastically praise the quality of relationships and information they receive from their child's key person.

## Setting details

<b>Unique reference number</b>	226975
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	1003742
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	74
<b>Number of children on roll</b>	84
<b>Name of provider</b>	Mrs Mina Bharat & Mr Bharat Patel Partnership
<b>Date of previous inspection</b>	28 March 2012
<b>Telephone number</b>	0116 2434209

Little Poppets Nursery School is situated in Leicester City. It was registered in 1994 and is privately owned. The setting opens Monday to Friday from 7.15am until 6pm. There are nine staff employed to work with the children, including the cook, five of whom hold appropriate qualification in early years practice.

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.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

