

Poppy Fields

West Street Childrens Centre, West Street, SCUNTHORPE, South Humberside, DN15 6HS



Inspection date

31 March 2015

Previous inspection date

26 October 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The manager is very well qualified and is an excellent role model for her staff. In addition, the rest of the staff are well qualified and use knowledge gained from training to provide children with consistently good learning experiences.
- The manager, room supervisor and the staff team demonstrate a united approach to developing the nursery. For instance, they have a positive attitude to identifying the strengths of the nursery and areas for improvement. Consequently, they consistently improve outcomes for children.
- Children with special educational needs and/or disabilities make good progress. This is because the key people know them well and they liaise with other professionals to set achievable targets.
- The nursery has very good partnerships with parents. Staff provide parents with ideas how to extend children's learning at home. In addition, parents attend evenings when they can look at children's learning records and speak to the key person. As a result, there is continuity of learning between home and the nursery.
- Children demonstrate high levels of independence. For instance, at lunchtime, very young children help themselves to their food and proceed to use their cutlery very effectively.

It is not yet outstanding because:

- The manager does not yet have systems in place to monitor the progress made by different groups of children.
- Staff do not yet share each other's good practice. This means they are not fully supported to improve teaching to the highest quality, so that children reach the highest levels of achievement possible.

What the setting needs to do to improve further

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

- develop the good systems in place for monitoring children's progress to identify any emerging patterns in the progress of different groups of children
- enable staff to build upon their good teaching by providing greater opportunity for them to share their high levels of expertise, such as by observing each other's practice, in order to secure even better outcomes for children.

Inspection activities

- The inspector had a tour of the nursery and held discussions with the manager, the room supervisor and the staff.
- The inspector carried out a joint observation with the manager and the room supervisor.
- The inspector observed adult-led and free-play activities taking place in the playroom and outside area.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the nursery's self-evaluation and improvement plan.

Inspector

Sharon Alleary

Inspection findings

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

Staff know the children well. They plan opportunities that capture children's interests and subsequently, encourage them to achieve their next steps in learning. Children enthusiastically take part in a baking activity. Staff skilfully use a variety of teaching techniques, which support children to learn important skills in readiness for school. For instance, they show children how to use the microwave to melt the chocolate. This develops children's understanding of technology. In addition, the activity is language rich with descriptive words, such as, 'melt', 'squeeze' and 'oval'. Therefore, children build up a wide vocabulary of words. Staff support children with English as an additional language very well. They access key words in children's home language. Visual prompts with words and pictures further develop children's understanding of English. As a result, these children make good progress from their starting points. Children make good progress in their literacy skills. They write their names and spell them out letter by letter. Children enjoy listening to stories. Staff enthral the children by using animated voices and engaging facial expressions.

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

Children mainly arrive at the nursery full of self-confidence. The key person greets them and their carer warmly. Those children who arrive a little shy demonstrate secure emotional attachments with their key person and have a cuddle. As a result, within minutes, these children begin to play and explore confidently. Children behave well. Staff offer praise and encouragement when older children help their younger friends. As a result, children play harmoniously together. Staff use routine opportunities to remind children about safety measures. For instance, they talk to them about holding their scissors down, so they do not snip their chin. Staff create a stimulating and well-resourced environment. As a result, children use their imagination and engage in purposeful play. Outdoor play is popular, consequently, children develop an understanding of the benefit of fresh air.

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

Staff are well trained in safeguarding and child protection. They know the procedures to follow should they have concerns about a child's welfare. The manager has robust recruitment and supervision systems in place to ensure staff are suitable to care for children. In addition, the management regularly observe staff practice. However, they have not explored all opportunities for staff to observe and share each other's good practice to maximise children's learning. Staff identify and target any gaps in learning quickly. This is because there is an effective system of tracking individual children's progress. However, there is room to develop the monitoring system further, in order to track the progress of groups of children to identify any aspect of learning that requires further input from staff. Staff share information with other providers where children also attend. This ensures they benefit from continuity in their care and learning.

Setting details

Unique reference number	EY392296
Local authority	North Lincolnshire
Inspection number	859425
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	39
Name of provider	North Lincolnshire Council
Date of previous inspection	26 October 2009
Telephone number	07881311732

Poppy Fields was registered in 2009. The nursery employs eight members of childcare staff. All staff hold appropriate early years qualifications from level 3 to level 6, including the provider who holds Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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