

# Poppies Nursery

Poppies Nusery, Ferndale Road, SWINDON, SN2 1HL



## Inspection date

6 July 2015

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Not applicable	
How well the early years provision meets the needs of the range of children who attend		Inadequate	4
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is inadequate

- The manager and staff have a poor understanding of potential hazards to children's safety and good health during activities. They are not suitably vigilant when babies are crawling on the floor. Consequently, children's well-being is compromised.
- The manager and staff do not use observations of children effectively to assess and understand the specific needs and interests of individual children. Consequently, planned activities do not challenge children and promote progress in their learning.
- Leaders do not have a strong enough focus on monitoring the quality of the staff team's practice and performance to improve the standard of teaching. As a result, teaching is inadequate.
- The manager and staff do not provide children with a suitable range of opportunities to develop children's understanding of mathematics. Consequently, not all children are acquiring the skills needed for the next stage in their learning, including starting school.

### It has the following strengths

- Children have regular outdoor play opportunities, which promote their physical development.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure children's good health and safety by effectively assessing and reducing risks in activities, particularly in regard to babies
- check children make good progress by establishing rigorous observation and assessment procedures so that all staff understand children's levels of ability, their interests and plan what children need to learn next
- improve the approach to the staff supervision, training and monitoring of their performance and practice, and ensure all staff promote good-quality teaching
- improve the planning of activities for children's mathematical development and make sure staff take chances to promote mathematical ideas and language as these arise during children's play.

### To meet the requirements of the Childcare Register the provider must:

- ensure all necessary measures are taken to minimise any risks of health and safety to children (compulsory part of the Childcare Register)
- ensure all necessary measures are taken to minimise any risks of health and safety to children (voluntary part of the Childcare Register)

## Inspection activities

- This inspection was prioritised by Ofsted as a result of the risk assessment process. The inspector met with the nursery leaders and discussed the concerns, and spoke with staff and children at appropriate times during the inspection.
- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outside.
- The inspector looked at children's records, ratios, security procedures, planning documentation, security of the setting, evidence of the suitability of staff working in the setting and a range of other documentation, including policies and procedures.
- The inspector completed a joint observation with the nursery's manager.
- The inspector spoke to parents during the inspection and took account of their views.

**Inspector**  
Julie Swann

## Inspection findings

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

The manager and staff make observations of some children but not all. Those undertaken are neither frequent enough nor used effectively to promote learning. For example, observations and assessments do not include sufficient detail about individual children's interests, what they need to learn next and their levels of development. This means that staff do not know children's abilities or learning needs, so teaching is at times poor and children's development is not as good as it should be. Staff support children's communication and language development adequately. For example, staff encourage children to speak and listen when they have a story. Children enjoy playing with natural materials. For example, they filled and emptied pots with dried rice and laughed and giggled when water splashed onto their hands. These activities merely occupy children, however, and do not challenge them sufficiently in their learning owing to the lack of skilled staff support. In particular, staff do not encourage children's early mathematical ideas, such as their counting skills, or teach language linked to capacity including 'full' or 'empty'.

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

The manager and staff are not always sufficiently vigilant about ensuring children are kept safe and healthy. For instance, during an activity, staff failed to notice when babies filled their mouths with dried, hard cereal and moved around the room or when others chewed on cardboard, both of which were choking hazards. In addition, babies ate hard cereal off the floor that had been stood on. This means that due care was not given by the manager and staff to ensure children's safety, placing their well-being at risk. Children form secure attachments to their designated special person. For example, children go to sleep happily and sleep safely due to the monitoring arrangements for sleeping children. This supports their confidence and care needs. Children's behaviour throughout the nursery is sound. For example, older children consider each other's feelings and share well. Children are encouraged to be independent and learn to take responsibility for their own care; for example, they served their own meals.

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

Leaders and staff have attended safeguarding training and have up-to-date knowledge on their responsibilities to protect children from abuse and neglect. They conduct regular safety checks on the nursery premises. For example, adult to child ratios are maintained throughout the sessions and staff monitor the nursery's entry and exit gates at peak times to keep the nursery secure. All staff receive regular training to develop their practice. However, leaders do not use their qualifications to robustly monitor staff practice and children's progress. Consequently, any emerging gaps in children's development are not identified and promptly closed, and children's safety is not ensured. The manager keeps

parents informed of their children's progress and experiences. She obtains their views about the nursery to help evaluate the quality of the service offered. Partnerships with other services, such as health visitors and local schools, are well developed and support children's learning.

## Setting details

<b>Unique reference number</b>	EY477432
<b>Local authority</b>	Swindon
<b>Inspection number</b>	1020603
<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>	100
<b>Number of children on roll</b>	135
<b>Name of provider</b>	Ranu Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01793 613457

Poppies Nursery was re-registered in 2014. It is located in the Ferndale area of Swindon. The nursery is open on weekdays from 7am to 7pm for 51 weeks of the year, excluding public holidays. There are 30 staff members employed to work with the children. Of these, all but six hold relevant qualifications, with one holding a qualification at level 6.

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.

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