

# Poppys Childrens Nursery

Fairfield Hill, Stowmarket, Suffolk, IP14 1NG



<b>Inspection date</b>	27 October 2015
Previous inspection date	25 February 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children benefit from being cared for by a friendly and caring staff team in a welcoming environment. Staff are highly skilled and sensitive in helping children of all ages form secure emotional attachments. Children are happy, settled and thoroughly enjoy their time at the nursery.
- Partnerships with parents are excellent. Staff effectively involve parents in their children's education. Parents share information about their children and contribute well to their initial assessment. Parents are well informed of their children's progress. Staff consistently help parents to support their children's learning at home.
- The well-qualified staff provide good care and learning opportunities for children. They provide a stimulating environment that promotes children's imagination and gives children plenty of choice in their play. Children actively participate in an exciting range of planned and free-choice learning opportunities. They are well prepared for the next stage in their learning, such as school.
- The manager and staff monitor and evaluate the setting, identifying strengths and areas for development. They seek the views of parents through questionnaires. Parents comments, received during the inspection, were very positive.

### It is not yet outstanding because:

- Staff sometimes overlook opportunities to extend children's mathematical development further.
- Children have fewer opportunities to extend their critical thinking skills. Staff do not always provide children with sufficient time to think for themselves.

## What the setting needs to do to improve further

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

- make the most of every opportunity to extend children's mathematical understanding to help children achieve the best possible progress
- enrich children's critical thinking skills further, giving them more time to think about and formulate their own ideas that arise from their play and learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed joint observations with the deputy nursery manager and senior nursery officer.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability and qualifications of staff working in the nursery. She also looked at records of children's learning and development, written risk assessments and a selection of policies and procedures.
- The inspector took account of parent's views from information included in the nursery's own parent survey. She spoke to a small selection of parents and carers during the inspection.

### Inspector

Karen Harris

## Inspection findings

### Effectiveness of the leadership and management is good

The competent management team lead the setting well. They are proactive and committed to improving outcomes for the children. Rigorous recruitment and induction procedures ensure that all staff are suitable for their role. The management team effectively monitor staff performance. They support staff to attend training courses to extend their knowledge and acquire new skills, to continue to build on the existing good quality provision. This has a positive impact on children's learning and development. The arrangements for safeguarding are effective. Staff understand their role in protecting children from harm and are fully aware of what to do should they have any concerns about children's welfare. Robust policies, procedures and risk assessments are implemented well to ensure that children's safety and welfare are protected.

### Quality of teaching, learning and assessment is good

The curriculum is vibrant and offers a good range of learning opportunities that help children progress well towards the early learning goals. For example, children enjoy exploring how things feel. Babies show high levels of curiosity as they eagerly investigate natural materials and household objects. Staff interact purposefully with them and provide effective support, modelling play well. Older children hunt for spiders in jelly and experiment with lentils and pumpkin pulp and seeds. Children fill containers and use their imagination to cook with the items. Staff introduce new vocabulary as children play, such as squish and scoop it in. However, staff sometimes overlook opportunities to extend children's mathematical understanding and problem solving skills further.

### Personal development, behaviour and welfare are good

Children of all ages enjoy close relationships with their key persons, who help them to feel settled and secure. Children are eager to attend. Very good quality interactions and well-organised routines help babies become confident as they move around and explore their environment. Staff encourage children to become independent. Children find their own peg and name on arrival to self-register and engage in interesting self-chosen activities. Children follow good hygiene routines and enjoy sociable mealtimes. Staff encourage children to collect their own cup, bowl, and select their own snack. Children collect their own coat before going outside. They have good opportunities to develop their physical skills while playing in the barn and garden. Children take manageable risks during their play. They carefully negotiate steps and avoid obstacles as they use the ride-on toys.

### Outcomes for children are good

Staff get to know children well through regular observations and accurate assessments of their capabilities. They use this information to plan interesting activities that are matched to children's individual needs and interests. Staff regularly check children's progress to identify any gaps, so they can provide the appropriate support. All children make good progress given their starting points and capabilities. Children develop the key skills needed for the next stage in their learning, such as nursery or school.

## Setting details

<b>Unique reference number</b>	EY279713
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	861024
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Poppy's Children's Day Care Nursery Ltd
<b>Date of previous inspection</b>	25 February 2011
<b>Telephone number</b>	01449 614848

Poppys Childrens Day Care Nursery Limited opened in 1995. The nursery employs seven members of childcare staff. Of these, all staff hold appropriate early years qualifications at level 2 or above, including one with a qualification at level 6. The nursery opens from 7.30am until 6pm, Monday to Friday, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

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

