

# Poppets Day Nursery

Unit 10 Fyfield Business And Research Park, Fyfield Road, Ongar, CM5 0GN



<b>Inspection date</b>	2 February 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Staff provide a stimulating, well-resourced environment that covers the seven areas of learning in detail. Children develop high levels of imagination and self-esteem. They have free access to an extensive range of resources, indoors and outside, that helps to promote children's enthusiasm to learn.
- Children form close attachments to their key person, other staff and one another. Staff get to know children well and are responsive to their physical and emotional needs. Children settle well. They are happy, confident and secure in their surroundings.
- Staff support disabled children and those with special educational needs well. They liaise regularly with health professionals and parents to provide consistent and robust support to meet children's needs.
- Staff promote children's social skills well and show they value children's opinions. They actively encourage children to consider and appreciate the views of others. Children show care and concern for each other. They bring each other toys and resources and give cuddles.
- The management team is committed and driven. They have high expectations of staff, conduct regular reviews of their practice and set targets to help staff improve. Staff are offered regular training based around the needs of children and for their own professional development.

### It is not yet outstanding because:

- During group activities staff sometimes miss opportunities to fully promote all children's communication and language skills to the highest level.
- The manager's checking of children's attainment is not sharply focused enough to drive outcomes for children even further.

## What the setting needs to do to improve further

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

- involve all children consistently in group activities so they have better opportunities to be confident and to speak to others about their own needs, wants, interests and opinions
- Refine the manager's checking of children's progress in order to secure the best possible learning outcomes for all children.

### 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 a joint observation with the manager.
- The inspector held a meeting with the manager, the deputy manager and one of the directors. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Daniella Tyler

## Inspection findings

### Effectiveness of the leadership and management is good

The management team has a clear vision for what they want to achieve in the future. They regularly evaluate the quality of the nursery and set themselves challenging but achievable targets for improvement. The arrangements for safeguarding are effective. Staff can identify the possible indicators of abuse and know the appropriate action to take if they have concerns about a child. The management team operates thorough recruitment procedures to ensure that staff are suitable to work with children. Staff conduct robust risk assessments and daily checks of the environment and outings to effectively promote children's safety. The manager checks the planning for children's learning regularly. She ensures that all seven areas of learning are covered in depth and breadth and provide children with enjoyable and challenging educational experiences.

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

The well qualified and experienced staff have a good knowledge of how children learn. They get to know children well through regular observations and accurate assessments of their capabilities. Staff then plan activities that are matched to children's needs and interests. Babies' communication and language skills are supported well. Staff enthusiastically respond to their babbles and repeat familiar words. Children have many opportunities to develop their large and small physical skills. They climb over hills in the garden and staff help them to balance on equipment, such as old car tyres. Even the youngest of children are supported to develop their finger muscles in preparation for learning to write. Staff skilfully role model activities for children to copy. They engage children well by being at their level and giving them positive praise. Children actively seek staff out to play with them and staff eagerly respond. Parents are kept updated with the progress their children are making. Staff advise them of how they can effectively support learning at home.

### Personal development, behaviour and welfare are good

Children develop high levels of independence. Even the youngest children are encouraged to wash their hands and attend to their own self-care needs, where appropriate. Staff are very aware of children's care needs and routines. They liaise regularly with parents so that any changes to routines are mirrored at the nursery. Staff are considerate of children's emotional needs and manage their moves between nursery rooms well. Children have many opportunities to experience fresh air and physical exercise. They have daily outdoor play, enjoy dance lessons and go on regular outings to places such as the local library, church and market. Children develop an awareness and appreciation for their similarities and differences, and staff promote children's understanding of the world around them.

### Outcomes for children are good

All children make good progress in their learning given their starting points. Children, including those who speak English as an additional language, are acquiring the key skills they need for future learning and are well prepared for school.

## Setting details

<b>Unique reference number</b>	EY482482
<b>Local authority</b>	Essex
<b>Inspection number</b>	996270
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	45
<b>Number of children on roll</b>	90
<b>Name of provider</b>	Poppets Day Nurseries
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01277 365488

Poppets Day Nursery was registered in 2014. The nursery employs 11 members of childcare staff, 10 of whom hold appropriate early years qualifications at level 2 or above. It opens from Monday to Friday all year round. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

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