

Poppins Day Nursery

Poppins Day Nursery, 38 Charles Street, Cheadle, STOKE-ON-TRENT, ST10 1ED



Inspection date	3 March 2016
Previous inspection date	12 May 2010

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The provider, managers and practitioners demonstrate a strong commitment to achieving the best outcomes for all children. Parents praise the passionate and caring approach of the whole nursery team. Children's physical and emotional well-being are consistently promoted and they make good progress.
- Managers and practitioners are well qualified. They attend further training to increase their professional knowledge and skills.
- Practitioners establish starting points for children's learning in partnership with parents. They share information about children's learning through the nursery's online learning journal, and help parents continue children's learning at home.
- Practitioners understand how children learn. They provide interesting and varied opportunities for children to play and explore indoors and outdoors. Practitioners are lively and interested participants in children's play, helping children learn and become confident.
- The nursery team works very effectively with partner agencies and professionals to meet children's needs. Practitioners make regular assessments of children's progress. They seek and act on specialist advice when children's progress gives cause for concern.

It is not yet outstanding because:

- Systems for checking on staff performance are not embedded well enough to raise the quality of teaching to exceptional levels.
- Individual children's learning is not always meticulously planned for. Information from observations is sometimes not used really effectively to identify specific next steps in children's learning.

What the setting needs to do to improve further

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

- focus more sharply on assessing and improving the quality of teaching that increases the potential to secure excellent outcomes for children
- make the most of what is known about individual children so specific areas of development can be targeted for rapid progress.

Inspection activities

- The inspector observed the quality of teaching during activities, both indoors and outdoors, assessing the impact this has on children's learning.
- The inspector completed a joint observation with the deputy nursery manager.
- The inspector held a meeting with the deputy manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Susan King

Inspection findings

Effectiveness of the leadership and management is good

The nursery is well organised and welcoming. The team work hard to continuously improve the provision. Managers take account of the views of children, parents and practitioners when they plan changes and developments. For example, they are steadily increasing the opportunities for teaching and learning to take place in wooded outdoor spaces. Arrangements for safeguarding are effective. Managers regularly check that practitioners know the action they must take if they consider that a child is at risk of abuse or neglect. Managers make excellent use of additional funding. For example, they have commissioned a speech and language therapist to deliver a series of language sessions for small groups of children. Practitioners observe and participate so that they learn to plan and deliver similar sessions. This leads to a more structured approach to promoting children's speaking and listening, helping children's rate of progress to increase.

Quality of teaching, learning and assessment is good

Children enjoy their learning. The programme of activities is varied and interesting. Practitioners know when to intervene in children's play, in order to skilfully extend children's learning. Children also have time to become deeply involved in self-chosen play without interruption. Practitioners know children well and make regular observations of their learning. They assess children's progress and identify what children need to learn next. Managers check the accuracy and consistency of practitioners' assessments. Practitioners make effective use of community venues and special events when they plan activities. For example, children read and perform their favourite stories. They dress up as characters in the books and visit the library, helping them to learn that reading is exciting and pleasurable.

Personal development, behaviour and welfare are good

Relationships throughout the nursery are positive and friendly. Parents describe and praise the daily exchange of information with their child's key person. For younger children, this includes a written diary so that information about care routines is communicated clearly. Practitioners are calm and positive role models. Children learn to be polite and courteous. For example, they check with practitioners before leaving adult-led activities to go and play elsewhere. Children eat tasty and nutritious food in the nursery. The nursery's cook and the room leaders establish effective systems to ensure that children with food allergies are kept safe. Children's physical development and understanding of risk are promoted effectively. Babies enjoy the challenge of exploring a low-level slope in their playroom. Older children climb, balance and run with increasing skill.

Outcomes for children are good

All children, including those who receive additional funding, make good progress in their learning. Individual programmes for disabled children and those with special educational needs help gaps in achievement close steadily. Children work confidently in small groups. They take turns and cooperate. Children are independent, enthusiastic learners who acquire the skills and confidence, in preparation for starting school.

Setting details

Unique reference number	EY402363
Local authority	Staffordshire
Inspection number	850431
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	76
Number of children on roll	168
Name of provider	Poppins Day Nursery Limited
Date of previous inspection	12 May 2010
Telephone number	01538 750055

Poppins Day Nursery registered in 2009. The nursery employs a cook and 18 members of childcare staff. Of the staff members, five hold appropriate early years qualifications at level 5, one at level 6, eight at level 3, one at level 4 and two at level 2. One practitioner holds Qualified Teacher Status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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