

## Inspection date

5 September 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

- The provider has given much thought to the high-quality learning environment she has created for all children. This helps children to be ready to learn and progress well.
- Partnerships with parents are a real strength. Parents are very complimentary about the staff and the high quality of care, learning and play they offer their children daily. Parents are kept very well informed and fully supported to help their children continue their learning at home.
- Good relationships with other agencies and professionals involved in children's learning and care are firmly established. Children's educational and care needs are effectively met and they are continually supported.
- Outcomes for all children are good. Children often display their motivation to learn new skills and build on existing ones. They are actively involved in making decisions about their choice of play experiences and their preferred learning environment.
- Teaching is good. Observations, assessments and tracking of children's development are accurate. The information staff gather is used well.
- Self-evaluation highlights areas the management team and staff would like to develop further. Parents and children are regularly asked to share their views and contribute their ideas on the quality of service provided.

### It is not yet outstanding because:

- Although supervision is mostly effective, it is not yet rigorous enough to raise the quality of teaching to an outstanding level across the nursery.
- Some staff do not fully use opportunities to extend children's thinking skills.

## What the setting needs to do to improve further

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

- refine the programme of supervision and focus more strongly on sharing best practice and raising the quality of teaching
- focus teaching more precisely which stretches and enhances children's thinking skills even further.

### Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector observed the quality of teaching in all age groups, during activities inside and outdoors, and assessed the impact this has on children's learning.
- The inspector looked at a sample of children's assessment records and discussed the systems for planning children's play experiences.
- The inspector completed two joint observations with the manager and area manager.
- The inspector held a meeting with the provider, area manager and nursery manager. She looked at relevant documentation, such as the manager's self-evaluation and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector spoke to parents, staff and children during the inspection and took account of their views.

### Inspector

Joanne Parrington

## Inspection findings

### Effectiveness of the leadership and management is good

The senior management team is dedicated and has high expectations for the nursery. There is a good team spirit which creates a pleasant place for children to learn and play in. Senior managers work with the manager to monitor and review children's overall progress, including those from different groups. This means gaps in children's learning are identified and any further support is sought. Additional funding is used effectively to close any gaps and help children make at least good progress from their starting points. Staff are well qualified. They have undertaken a range of training courses to extend their knowledge and develop their practice. This has had a positive impact on children's learning. The arrangements for safeguarding are effective. Clear policies and procedures are in place and adhered to by staff. Managers and staff have a good understanding of the procedures to follow if they have any concerns about a child's welfare.

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

Staff have high expectations for all children. Staff play with children down at their eye level. This helps increase children's involvement. In the main, children are interested and engaged in their activities. For example, outside children work together building dens. Babies explore a variety of different textures that helps stimulate their senses. Many giggles can be heard as they explore, first with their hands and feet and then with their whole bodies. Older children learn early mathematical skills. One way this is achieved is by them learning about less and more while playing in the water. Staff support children to develop their love for reading books. Together they sit and snuggle, sharing the story being told. Children begin to use describing words as they paint their artistic portraits.

### Personal development, behaviour and welfare are good

Staff promote an inclusive environment where all children are valued as unique individuals. This helps them to settle into nursery life and form close bonds with staff. Children are supported well to develop their increasing confidence in their own abilities and learn new skills. For example, babies learning to walk receive encouragement and praise as they succeed. Children enjoy home-cooked meals and snacks. Older children are encouraged to be independent and be active in their routines. Babies are provided with encouragement and support to feed themselves and use their water cups independently. Children's behaviour is good. Staff use the skills they learned from training to apply consistent approaches to help children manage their own behaviour. Children have clear friendship groups and show their enjoyment playing together. Children have daily opportunities to be physically active in the garden. They are encouraged to manage their own risks as they climb and use the wide range of equipment available.

### Outcomes for children are good

All children, including those who have a special educational need or disability, make good progress from their starting points and are prepared for what they need to learn next. Older children are supported to develop their skills in preparation for school. Children are praised for trying their very best. This helps to build their self-esteem and they become confident learners.

## Setting details

<b>Unique reference number</b>	EY486022
<b>Local authority</b>	Bolton
<b>Inspection number</b>	1006621
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	49
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	Poppy & Jacks Limited
<b>Registered person unique reference number</b>	RP528935
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01204 303764

Poppy & Jacks was registered in 2015. The nursery employs 12 members of childcare staff. Of these, ten have appropriate early years qualifications at level 2 or level 3 and the manager holds early years professional status. The nursery opens from 7.30am until 6pm, Monday to Friday, all year round, with the exception of bank holidays and one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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