

Inspection date	6 October 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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 and management team demonstrate passion and drive, striving to continually improve the provision. Together with staff, they evaluate practice, identify priorities for development and successfully implement improvement plans.
- The provider has developed the learning environment. Children have access to a stimulating, vibrant and developmentally appropriate place to come and play.
- Staff are well qualified. They plan a broad range of activities and experiences, appealing to children's interests. This helps children make good progress in all areas of learning towards the early learning goals.
- Staff use assessments of children's learning well. They provide children with interesting and challenging learning opportunities based on what they need to learn next.
- Parents value the quality of care and learning staff provide to secure good outcomes for their children. They are informed about their child's progress and involved in their learning. Parents feel their children enjoy their time at the nursery and that staff are friendly and approachable.
- Staff draw on the expertise of a range of other professionals to ensure that children's care and learning needs are met.

It is not yet outstanding because:

- Monitoring of staff performance is not always sharply focused. Staff supervision sessions are not always of the highest quality in order help raise the quality of their teaching and children's attainment.
- Sometimes, staff miss opportunities to teach children good hygiene practices or help develop their understanding of managing their self-care skills.

What the setting needs to do to improve further

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

- build on current systems for monitoring staff performance and use the information to help staff to establish the highest-quality teaching to help raise children's attainment
- strengthen opportunities to teach children's good hygiene routines, including developing their understanding of managing their self-care skills.

Inspection activities

- 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 completed two joint observations, one with the manager and the other with the area manager.
- The inspector held a meeting with the provider, area manager and 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 looked at a sample of policies, including risk assessments, children's assessment records and discussed the systems for planning children's play experiences.
- The inspector spoke to staff, parents 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 arrangements for safeguarding are effective. Staff discuss safeguarding issues and implement effective policies and procedures to keep children safe. For example, staff carry out risk assessments for all areas, including outdoors. Staff have a good awareness of how to identify and report concerns, including should they have any worries within the nursery. The manager monitors the accuracy of assessments staff complete on children's progress. She evaluates the information gained to inform ongoing planning. This means that activities and the learning environment are tailored to help close any identified gaps in children's development. Additional funding is used effectively to enhance aspects of the nursery and provide extra-curricular activities, such as football and gymnastic coaching. The manager uses generally effective methods for staff supervision and opportunities to access further training are in place.

Quality of teaching, learning and assessment is good

Staff interact well with children and engage in constant dialogue, promoting and extending their language skills. They adapt their interactions dependant on the ages of children. For example, staff caring for babies respond warmly to their babbles and gestures. Babies are curious learners who enjoy sensory experiences and exploring the world around them. Toddler aged children enjoy playing imaginatively. For example, children use coloured and flavoured dough to make 'chocolates' to sell in the role play shop. Pre-school aged children are supported to gain skills that support their early communication, literacy and mathematical skills. They enjoy writing their initials in the sand using sticks and are supported to pronounce the letter sound. Children who attend the before- and after-school club build on existing skills and have a real sense of ownership as they plan activities.

Personal development, behaviour and welfare are good

Individual settling-in arrangements help children to become confident and self-assured. This is particularly successful in the baby unit. Staff gather robust information from parents before their child starts, helping them to understand children's individual needs well. This helps children to build close bonds with staff quickly. Staff are good role models. They give children clear guidance about expectations for their behaviour. Older children are encouraged to develop their own behavioural rules. Children are generally supported to follow appropriate hygiene practices through daily routines. For example, children wash their hands before and after lunch. Meals and snacks are healthy, with fresh fruit offered daily. Children have opportunities to be physically active outdoors.

Outcomes for children are good

Children, including those in receipt of funding, make good progress in their learning and development. Children are polite, behave well and show positive attitudes to learning new skills. They are enthusiastic and develop confidence in their own abilities. Children of all ages play cooperatively with each other and develop good social skills. Children who attend the before- and after-school club are kind and caring and good role models for the younger children. These attitudes and skills help prepare children for what they need to learn next and for when the time comes to move to more formal education.

Setting details

Unique reference number	EY492850
Local authority	Bolton
Inspection number	1026622
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 - 10
Total number of places	96
Number of children on roll	160
Name of registered person	Poppy & Jacks Limited
Registered person unique reference number	RP528935
Date of previous inspection	Not applicable
Telephone number	01204667606

Poppy & Jacks was registered in 2015. The nursery employs 16 members of childcare staff, including the manager. Of these, 12 hold appropriate early years qualifications from level 2 to level 4. Three members of staff have higher qualifications, including two with early years professional status and one with qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children and also offers wrap-around care for children of school age.

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