

Little Poppets Day Nursery

101 Fulbridge Road, Peterborough, Cambridgeshire, PE1 3LD



Inspection date

11 January 2017

Previous inspection date

7 November 2013

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

- Management of the nursery is very strong and leaders are passionate in their roles. Staff are valued and supported well to develop their skills and practice. The long-established, experienced team works well together to ensure the standard of care and teaching is good.
- A key strength is the effective partnerships with parents. Staff use a variety of strategies to ensure information is shared with parents about their children's progress, care and how they can support continued learning at home. Parents' contributions of their children's achievements at home are highly valued by staff.
- Systems to review the progress children make are effective in helping staff to identify where children may need extra help to ensure they do not fall behind.
- There is a sharp focus on supporting children's communication and language development, reflecting strategies gained from specific training. Children are confident talkers who are given plentiful opportunities to express their ideas and opinions.
- Staff understand the need for children to feel safe and secure. They ensure settling-in arrangements are flexible to meet children's individual needs. As a result, children settle quickly and establish secure attachments with staff.
- Children's behaviour is very good. They thoroughly enjoy themselves and are deeply engaged in activities and their explorations, both inside and out.

It is not yet outstanding because:

- Not all staff use information from assessments of children's progress effectively to plan appropriate teaching and learning, in order to support and extend children's literacy skills.

What the setting needs to do to improve further

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

- help staff to use information from assessments more effectively when planning for extending children's literacy skills in line with their capabilities.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Gail Warnes

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff receive regular training and updates about changes in legislation concerning the safeguarding of children. Staff understand their role to protect children from harm. They know what to do should they have any concerns regarding a child's welfare. The provider supports staff well through regular supervision and appraisal meetings. Training is arranged to support staff development and to meet children's emerging needs. The provider is implementing strategies gained from recent training to support the high focus on children's communication and language development. All children, including those for whom English is an additional language, make good progress and show confidence to try new words. Self-evaluation, which includes the views of parents, is accurate in identifying the nursery's strengths and areas to improve.

Quality of teaching, learning and assessment is good

Enthusiastic staff are qualified and very experienced. They regularly observe children and assess their progress. Children are deeply engaged in their chosen activities and staff sensitively join in with their play. For example, staff support children's curiosity in opening and closing laundry pegs. They incorporate mathematics as they support children to match the numbers written on the pegs and attach them to a paper clock face. Staff encourage children's imaginations and ownership of activities. For example, during an adult-led activity, staff ask children how they can improve the outdoor obstacle course. Children explain their ideas clearly, reflecting the windy conditions, and then cooperate with each other as they enthusiastically try their ideas out. This helps children to find solutions to problems for themselves.

Personal development, behaviour and welfare are good

Staff are good role models who promote equality of opportunity throughout their practice. Children demonstrate respect for each other and the environment. They seek each other out to share experiences. Children giggle together as they press buttons on electronic toys which play music. Children enjoy the routine of the day. They know where to assemble outside in the event of an emergency, because they practise this with staff every day. Children regularly play outside. They are eager to help each other play with water in the mud kitchen. Children explore push and pull actions as they use the manual pump to provide water for their friends. Staff ensure children have sufficient time to explore different cultural festivals, such as Christmas and Chinese New Year.

Outcomes for children are good

Children, including those with special educational needs or disabilities, make good progress given their starting points and capabilities. Children are confident and develop good independence. They enjoy doing things for themselves, such as putting on their coats, hats and scarves to play outside. They are deeply engaged in activities and show curiosity in the environment. They demonstrate respect and tolerance of each other's differences and peer friendships are emerging. Children are acquiring good skills and attitudes to support their future learning at school.

Setting details

Unique reference number	256781
Local authority	Peterborough
Inspection number	1063869
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	15
Number of children on roll	26
Name of registered person	Sarah Louise Raucci
Registered person unique reference number	RP511425
Date of previous inspection	7 November 2013
Telephone number	01733 562430

Little Poppets Day Nursery was registered in 1995. The nursery employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday all year round. Sessions are from 8.30am until 2pm. The nursery provides funded early education for two-, three- and four-year-old children.

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