

Poppins Day Nursery

25 Lichfield Road, Armitage, RUGELEY, Staffordshire, WS15 4DF



Inspection date	16 January 2017
Previous inspection date	11 January 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

- The well-qualified staff provide an interesting range of resources that captures children's curiosity. Children enjoy their time at the nursery. The Forest School sessions are used exceptionally well to provide exciting practical experiences for children to learn.
- Teaching is consistently good and children make good progress from their starting points.
- Staff work closely with parents to identify what children know and their stage of development. They swiftly use this information to identify any children who may need additional support to help them catch up quickly.
- Staff place a strong focus on promoting children's personal, social and emotional development. As a result, children are happy and confident.
- Staff work closely with the local schools that children attend and move on to, in order to share information and help prepare children for the transition.

It is not yet outstanding because:

- Systems to rigorously monitor and evaluate staff practice, and provide highly focused professional development opportunities, are not highly effective in raising the quality of teaching and care to an exceptional level.
- Staff do not always use the information gained from children's assessments and make the very best use of the activities to help them provide highly challenging experiences for every child.

What the setting needs to do to improve further

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

- evaluate and monitor staff practice more rigorously and provide highly focused professional development opportunities to raise the quality of teaching and care to an exceptional level
- use the information gained from children's assessments meticulously and make the very best use of the activities, in order to help provide highly challenging experiences so that every child makes the best possible progress.

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 nursery manager.
- The inspector held a meeting with the nursery manager and 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

Parm Sansoyer

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Leaders place a high priority on keeping children safe. All staff have an up-to-date knowledge of safeguarding matters and know the procedures to follow if they are concerned about a child. There are effective recruitment, vetting and induction systems in place to ensure staff are suitable. The leadership team is clearly motivated and keen to build even further on the good practice achieved. Any new staff are supported well to understand their roles and responsibilities and what is expected from them. All staff benefit from regular staff supervision and targeted training to ensure the quality of teaching is consistently good.

Quality of teaching, learning and assessment is good

Staff place a good focus on planning and providing a wide range of materials, resources and sensory experiences for children to choose from. Staff use their time well to support and encourage children to explore colour, texture and space as they play. For example, babies are given natural resources, such as pinecones and twigs to paint with and they are intrigued and follow the staff's lead well. Staff place a good focus on introducing literacy and mathematical opportunities for children, often through the activities that the children enjoy most. For example, pre-school children learn about number and money as they play with the sand, which is set up as an ice-cream shop. Staff place a good focus on targeting those children who need additional support in promoting their language skills. For example, staff skilfully use recording devices to encourage children to say the names of animals and to make the sound they make.

Personal development, behaviour and welfare are good

Staff use the Forest School session extremely well to help children learn about keeping safe. For example, children show a comprehensive understanding of the danger of fire, knives and how to keep safe during this session. Children are well behaved and know that certain rules are in place for their safety. Children enjoy being outdoors and benefit from a challenging outdoor area where they can test and develop their physical skills. Mealtimes are a social occasion and staff give children the time to do things for themselves and extend their self-help skills. Children know fruit, vegetables and milk are good for their bodies and enjoy the meals and snacks provided. Staff caring for babies are attentive and respond quickly to their individual care needs.

Outcomes for children are good

All children, including those receiving additional funding, make good progress from their starting points. Children who speak English as an additional language catch up quickly and show good levels of involvement during activities. Children enjoy the routine, including whole and small-group activities, and are keen to try new experiences and learn. Older children show a keen interest in rhyming, linking letters and sounds and writing. They show good levels of concentration and involvement during activities, and acquire the key skills required in preparation for school.

Setting details

Unique reference number	EY446464
Local authority	Staffordshire
Inspection number	1065911
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	74
Number of children on roll	83
Name of registered person	Poppins Day Nursery (UK) Limited
Registered person unique reference number	RP901821
Date of previous inspection	11 January 2013
Telephone number	01543 493 433

Poppins Day Nursery was registered in 2012 and is one of a small chain of privately owned settings. The nursery is open on Monday to Friday, from 7.30am to 6pm for 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children. There are 15 members of staff employed by the nursery. Of these, three hold an early years qualification at level 6, 11 hold a qualification at level 3 and one holds a qualification at level 2.

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