

Poppies Beaconsfield

Harrias Barn, Hedgerley Lane, Beaconsfield, Buckinghamshire, HP9 2SD



Inspection date

6 February 2017

Previous inspection date

11 December 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 management team is committed to providing children with high-quality care and education. It has high expectations for children and carefully reflects, plans and takes action effectively to help them achieve. Children make good progress in their learning.
- Staff work well with other professionals involved in children's learning and development. For example, together they offer good support for children who have special educational needs to help them progress well.
- Children and babies are happy and confident. They enjoy the time they spend in this welcoming nursery. Children build close bonds with the staff who are kind, caring and respond well to their individual needs. Children and babies settle quickly and feel emotionally secure.
- Parents speak very highly of the nursery. Staff develop strong partnerships with parents and keep them well informed of their children's progress. This helps parents to support their children's learning at home.

It is not yet outstanding because:

- Sometimes, staff do not reshape activities to help build on children's differing abilities and extend and challenge their learning.
- Occasionally, children do not remain engaged or interested in activities. For example, they lost focus because they were waiting too long while staff prepared routine activities.

What the setting needs to do to improve further

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

- reshape activities to provide more challenge for all children and their varied abilities to extend their learning
- review the organisation of activities and routines to help sustain children's interest and engagement.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector spoke with the directors and held a meeting with the manager, area manager and deputy manager. She looked at relevant documentation, including the development plan, records of children's learning and development, a selection of policies and procedures, and risk assessments.
- The inspector spoke to a small selection of parents during the inspection and took account of their views, through questionnaires and testimonials.

Inspector

Amanda Perkin

Inspection findings

Effectiveness of the leadership and management is good

The managers have a good vision and great aspirations to raise the quality of the nursery further. They motivate and encourage staff's professional development, which helps to update their knowledge and skills. For example, following training they have helped to improve how children manage their behaviour. Arrangements for safeguarding are effective. The managers ensure staff have a clear understanding of the procedures to follow if they have concerns about a child. The managers undertake rigorous recruitment procedures to ensure all staff are suitable to work with children. They implement a thorough induction period when staff first start to help guide their practice. For example, the managers ensure staff understand and implement the robust policies and risk assessments well to protect children's safety and welfare.

Quality of teaching, learning and assessment is good

Staff are well qualified and have a good understanding of how children learn and develop. They provide children with a wide range of experiences that motivates them to learn. For example, children move around confidently choosing what they would like to do. Staff provide physical activities that children enjoy. For example, they teach a regular sport session to help develop children's coordination. Children listen to instructions well and excitedly respond and move like lions and giraffes. Staff skilfully extend children's vocabulary, for example, helping them to pronounce new words such as 'apple'. Staff assess children's progress to inform their planning. They share what they know with other staff and parents to ensure a consistent approach to children's learning.

Personal development, behaviour and welfare are good

Staff are good role models and help children learn to behave well. Children follow the clear expectations that they have helped staff to set. Staff provide stimulating outdoor play experiences that contribute to children's physical well-being. For example, they enjoy learning to balance and kick balls safely and staff support their curiosity, giving them time to splash in puddles. Staff support children to understand how to keep themselves safe and healthy. For example, staff help children learn about good hygiene and oral health, such as the importance of washing their hands before eating.

Outcomes for children are good

All children, including those who need additional help to catch up, make good progress. Babies are curious about their environment and enjoy exploring at their own pace. Older children have a very good understanding of early mathematics. For example, they confidently count and identify numbers, recognise familiar shapes in the environment, and add and take away small numbers. Children enjoy creative activities and develop good early writing skills. For instance, they draw using chalks and practise writing their names in the sand. Children confidently use simple computer programs. They learn a good range of skills that prepares them well for their next stage in learning and school.

Setting details

Unique reference number	EY430249
Local authority	Buckinghamshire
Inspection number	1062494
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	70
Number of children on roll	87
Name of registered person	Poppies Day Nurseries Limited
Registered person unique reference number	RP901708
Date of previous inspection	11 December 2013
Telephone number	01494 677116

Poppies Day Nursery registered in 2011. It is situated in Old Beaconsfield, Buckinghamshire. The nursery employs 23 staff. Of these, 16 hold appropriate early years qualifications at level 3 or above, including one staff member who holds qualified teacher status and the manager who is qualified at level 5. The nursery opens Monday to Friday, all year round, except for a week at Christmas. Sessions are from 7.30am until 6pm on Monday to Friday. The nursery receives funding for the provision of free early education to children aged three and four years.

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