

Poppies Daycare Nursery Ltd



Aspire Business Centre, Ordnance Road, Tidworth, Wiltshire, SP9 7QD

Inspection date	27 June 2017
Previous inspection date	26 May 2015

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

- Managers and staff have a good understanding of how children learn. They provide a wide range of stimulating and exciting learning opportunities, and children are confident to explore. All children make good progress from their initial starting points.
- Managers and staff are good role models for children. They help children build firm friendships, and children know what is expected of them. Children look after their environment. They are kind, well mannered, tolerant and respectful.
- Partnerships with parents are good. Parents receive regular information about their children's learning and how this could be supported at home. Parents speak highly of the managers and staff. They appreciate the care and learning their children receive.
- Managers are experienced and lead the staff team well. They regularly review and evaluate their practice, and all previous recommendations have been met. They have maintained their good-quality teaching, to help support children's good outcomes.

It is not yet outstanding because:

- On occasion, some staff are too keen to provide answers to questions that they ask before giving children the opportunity to think and find solutions for themselves.
- At times, staff do not recognise some opportunities to extend and challenge younger children's interests so they learn as much as possible from the good activities they provide.

What the setting needs to do to improve further

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

- support the staff to recognise when to give children more time to express their knowledge, think through ideas and respond to questions asked
- extend and challenge younger children's own interests more consistently, making use of opportunities that arise from the daily activities.

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 sampled a range of documentation, including attendance records, accident and incident records, staff suitability checks, the self-assessment information, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the childcare manager.
- The inspector completed a joint observation with the childcare manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection and from written feedback.

Inspector

Julie Swann

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff keep up to date with changes in child protection legislation. They are fully aware of the procedures to follow if they have any concerns about a child's welfare. Managers implement systematic recruitment, appraisal and vetting procedures to help ensure all staff remain suitable for their role. Managers regularly monitor and track children's ongoing progress. They use their findings to help plan interventions and close any gaps in children's learning. Managers monitor the quality of teaching and support staff exceedingly well. For example, staff have regular team meetings and one-to-one supervisory sessions to help improve the quality of their practice. Managers and staff are keen to develop their knowledge and skills. For example, targeted conflict resolution training has improved their understanding of children's differing behaviours. Managers have established links with a wide range of other professionals to help ensure continuity in children's care.

Quality of teaching, learning and assessment is good

Staff make regular observations and assessments of children's learning. They use this information to plan for the next steps in children's development. Overall, staff support children's language skills well. For example, they model new words such as 'negotiate' and 'evaporate' with older children. They respond to younger children's babbles. Children's imaginative skills are developing well. Younger children enjoy talking on the toy telephone. Older children pretend to be superheroes, and there is much laughter as they send staff to 'jail'. Staff help children to investigate different textures. For example, children explore leaves and pine cones. They show surprise and wonder as they manipulate paint and dough with their hands. Staff help children to develop a love of books. Younger children snuggle alongside them to look at the pictures, and older children excitedly join in with storytelling activities.

Personal development, behaviour and welfare are good

Children develop a sense of belonging. They show good levels of emotional well-being and demonstrate that they have secure attachments with their key person. Staff develop children's understanding of healthy eating. Children are provided with a range of healthy meals, and they discuss different foods. Staff support children's physical well-being effectively. Children have regular access to fresh air and take pleasure in exploring and investigating the outdoor area. Children learn to respect people's differences. They explore their own cultures and beliefs and celebrate a range of festivals, such as Eid and Diwali.

Outcomes for children are good

All children make good progress in readiness for their eventual move to school. Children are well motivated, sociable and inquisitive. They develop their mathematical understanding well. For example, older children count and think about size and capacity. Younger children independently match objects. Children help themselves to pencils and chalks, and some identify letters and write their names independently.

Setting details

Unique reference number	EY364714
Local authority	Wiltshire
Inspection number	1093251
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	68
Number of children on roll	94
Name of registered person	Poppies Daycare Nursery Ltd
Registered person unique reference number	RP527456
Date of previous inspection	26 May 2015
Telephone number	01980 846 699

Poppies Daycare Nursery registered in 2007 and is located in Tidworth, Wiltshire. The nursery employs 19 members of childcare staff. Of these, 17 hold appropriate early years qualifications between level 2 and level 4. One member of staff holds early years professional status. The nursery opens Monday to Friday, from 7.30am until 6pm, throughout the year. It receives funding to provide free early education for children aged two, three and four years.

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