

# Poppies Daycare Nursery Ltd



Perham Down Road, Perham Down, Andover, Hampshire, SP11 9FQ

<b>Inspection date</b>	22 May 2018
Previous inspection date	27 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 dedicated management team evaluates the provision constantly and monitors children's progress to identify areas for improvement. For example, the team identified a gap in mathematical development and made changes to the learning environment and practice. As a result, staff embed mathematical learning particularly well in all rooms.
- Staff are enthusiastic, caring and know children well. They use their observations, assessments and children's interests to identify next learning steps. Staff provide a wide variety of interesting, and challenging, activities and resources, indoors and outdoors. All children make good developmental progress from their individual starting points.
- Staff support children's emotional and physical well-being effectively. Children are confident to explore, make decisions in their play and develop their independence skills. All children, including babies, greatly enjoy easy access to the outdoor areas.
- Staff form strong relationships with parents, carers, and other professionals as needed. They use a range of ways to encourage a two-way flow of information sharing about what children know and can do, to promote consistency between the nursery and home.

### It is not yet outstanding because:

- Staff do not consistently make the best use of time available for older children to play and learn. At times, during daily routines, children wait too long and become restless.
- Occasionally, during small-group activities, the noise level in the toddlers' room is quite high and this interferes with some children's engagement and learning.

## What the setting needs to do to improve further

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

- review the organisation of the daily routine for older children to make the best use of time to follow children's interests and extend their learning as well as possible
- use the learning environment more effectively during planned adult-led activities for toddlers, to ensure noise levels do not distract children from their learning.

### Inspection activities

- The inspector had a tour of the premises with the manager and sampled a range of documentation, including children's records, staff's suitability checks, the safeguarding policy and procedures, risk assessments and the complaints file.
- The inspector observed staff's interactions with children, indoors and outdoors, and assessed the impact on children's learning and development.
- The inspector completed a joint observation with the manager and discussed the quality of teaching.
- The inspector talked to parents and children, and considered their views.
- The inspector held discussions with the manager, staff and curriculum lead at appropriate times.

### Inspector

Karen Allen

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff keep the premises safe and secure for children to play. Staff have a good understanding of child protection matters and wider safeguarding issues, and know what to do if they have any concerns. The manager uses robust recruitment, induction and ongoing procedures to ensure staff are suitable for their roles. She supports staff well to develop their qualifications and skills to promote good outcomes for children. For example, they use knowledge gained from recent training about supporting communication skills. This has enhanced staff practice when talking to children of all ages, to increase children's understanding and encourage them to respond.

### Quality of teaching, learning and assessment is good

Staff adapt their practice very effectively to support those children who have special educational needs and/or disabilities. Staff promote babies' and children's communication and language skills well, such as teaching sign language to help them communicate. Toddlers enjoy a story about 'Mr Tongue'. They have great fun using the muscles in their mouth, tongue and lips to practise sounds needed for clear speech. Staff ask children effective questions to challenge them to think and respond. For example, older children solved problems and worked together cooperatively, using different tubes, pipes, funnels and containers to transport water. Staff encourage children to be curious learners. Babies use their senses to explore during 'messy' play. They are captivated during water play with bubbles, using a variety of resources to fill and pour. Older children develop their imagination and enjoy experimenting with natural materials in the outdoor kitchen.

### Personal development, behaviour and welfare are good

Staff teach children about individual differences in society. Staff promote positive behaviour well. They teach children to share and take turns, and help even the youngest children to understand the feelings of themselves and others. Children develop their physical skills. Younger babies benefit from 'tummy time', building muscle strength in preparation for crawling. Older babies show good coordination as they balance dough on spoons and walk. Toddlers scramble over large tyres and practise their balancing skills on low wooden beams. Older children ride scooters and tricycles, avoiding obstacles well.

### Outcomes for children are good

All children are happy and settled, and confident to talk to adults and their peers. They develop skills to prepare them effectively for the next stage in learning and the move to school. They persevere with tasks and focus on activities for long periods appropriate to their age. All children gain social skills, build friendships and play harmoniously together. Children develop early literacy skills. Babies enjoy using their hands and fingers to make marks in shaving foam. Older children, particularly boys, are captivated as they mix paint and use brushes to paint the tricycles in the garden. Children develop their counting skills and learn about numbers, shapes and size from an early age. Children enjoy stories, songs, and rhymes. Older children recognise some letters and the sounds they represent.

## Setting details

<b>Unique reference number</b>	EY431980
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	1095004
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Poppies Daycare Nursery Ltd
<b>Registered person unique reference number</b>	RP527456
<b>Date of previous inspection</b>	27 April 2015
<b>Telephone number</b>	01980 844008

Poppies Daycare Nursery Limited registered in 2011. It is one of two independently owned nurseries and operates from Perham Down, near Andover on Salisbury Plain. The nursery has three playrooms and two enclosed outside play areas. The nursery serves the local and surrounding areas. It opens each weekday from 7.30am until 6pm for 51 weeks of the year. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery employs 20 staff to work with the children. One member of staff holds early years professional status, and 15 other staff hold relevant early years qualifications from level 2 to level 7. There are additional staff who cook and ensure that the nursery is clean.

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