

Poppies Child Care (Cumbria) Ltd

SCHOOL HOUSE, TOLL BAR, DISTINGTON, WORKINGTON, CUMBRIA CA14
4PJ



Inspection date	6 March 2019
Previous inspection date	10 August 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of 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 manager deploys staff appropriately around the nursery to cater for all children's individual needs. The recruitment of new staff is robust and ensures that they are suitable in their roles. Staff support younger children and babies effectively so they feel safe and secure in their environment.
- Staff create a stimulating, safe and secure nursery environment for all children. The measures in place, such as the routine checks staff complete daily, help minimise any hazards and maintain a safe and clean environment for children.
- Children have good opportunities to play outside. They are physically active, developing their coordination and balancing skills while using a range of resources and materials. For example, children build obstacle courses and enjoy working together while filling containers with sand.
- The manager and staff are good role models who set high standards for children's behaviour. Children's behaviour towards each other is good. They demonstrate strong attachments with staff and their needs are identified and nurtured well.
- At times, staff miss opportunities to challenge and extend older children's learning of mathematics to the highest level.
- The manager and staff do not always engage with all parents as well as they could with the sharing of information about children's development and learning.

What the setting needs to do to improve further

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

- build on staff's expertise and teaching practice to help them extend older children's mathematical skills even further during activities
- strengthen partnerships with parents and build on existing strategies in place for sharing information with parents on children's progress and achievements.

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 manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector took account of the views of parents spoken to during the inspection and through the statements also provided.

Inspector
Carys Millican

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager ensures all staff understand their role in safeguarding routines and procedures. They know how to manage concerns about children or the conduct of an adult. Recruitment is robust and all documentation is completed following statutory requirements. The adult-to-child ratios, supervision of children and the deployment of staff are effectively maintained throughout the nursery. In addition, health and safety procedures help to ensure children are kept safe and protected from harm. The manager follows thorough induction procedures with new staff, and those taking on new roles, to ensure they are supported fully. The monitoring and tracking of individual children and groups of children help staff to identify and address any gaps in learning. The nursery has forged strong links with other early years professionals to help provide a continuity of care and a smooth move on to school. Parents are complimentary about the care and education their children receive.

Quality of teaching, learning and assessment is good

Staff complete observations and assessments of children's learning. They use children's interests and the next steps in their learning to plan a range of imaginative and interesting activities. For example, when children show a keen interest in pancakes, staff add real food into the craft area for children to explore and investigate. This activity further enriches children's learning and also helps extend their understanding of healthy eating. Children enjoy small-group activities, such as listening to familiar stories. Children confidently join in using associated props and enjoy singing favourite rhymes and songs. Babies explore their surroundings while freely helping themselves to a range of sensory materials. Their physical skills are further promoted while using wheeled activity toys and building towers with fabric bricks.

Personal development, behaviour and welfare are good

Staff help promote children's independence and self-care skills during routine activities. For example, children learn to wash their hands and help to pour their own drinks. Staff teach them how to manage risk. For example, when outdoors, children create their own obstacle course and safely balance on crates. Staff help children to share and take turns in games and activities. They talk with children and engage them in meaningful conversations. Staff praise children for their achievements. They listen to children and encourage their participation in activities. This helps to raise their self-esteem. Staff provide all children with nutritious meals throughout the day. This helps to promote children's awareness of healthy choices. Staff provide opportunities for children to learn about their local community. For example, they take children to the local farm to buy fresh eggs.

Outcomes for children are good

All children make good progress given their starting points. Children are motivated learners and are eager to explore their environment, indoors and outdoors. They become confident communicators, learn to be independent in their self-care and behave well. Children love to listen to stories and are engrossed as they look at the pictures. All children gain good skills that prepare them well for the transition to school.

Setting details

Unique reference number	EY489601
Local authority	Cumbria
Inspection number	10097607
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	24
Number of children on roll	42
Name of registered person	Poppies Child Care (Cumbria) Limited
Registered person unique reference number	RP904595
Date of previous inspection	10 August 2016
Telephone number	01946 834 050

Poppies Child Care (Cumbria) Ltd registered in 2015. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualification at level 3 and above. The manager has early years professional status. The nursery opens Monday to Friday from 7.30am until 6pm for 50 weeks a year, with the exception of public holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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