

# Poppets Nursery

St Leonards C E Primary School, Innage Lane, Bridgnorth WV16 4HL



<b>Inspection date</b>	18 June 2019
Previous inspection date	17 January 2019

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 has worked hard to address the weaknesses found at the last inspection. Rigorous processes are used for self-evaluation which includes the views of staff, parents, other professionals and children. As a result, the nursery is continuously improving.
- Staff support children's emotional development well. Children enjoy attending this small and welcoming nursery. They form close attachments to staff who know them well.
- Children thoroughly enjoy learning outdoors. They have many opportunities to investigate, explore and discover the world around them as they play.
- Overall, the quality of teaching is good. Staff regularly and accurately observe and assess children's development. They are well qualified and use their good knowledge to plan stimulating and interesting experiences. Children make good progress.
- Children behave very well. They display high levels of confidence and independence to manage age-appropriate tasks. Staff offer an abundance of support and value children's achievements.
- Parent partnerships are strong. Staff share regular information with parents about their child's care and learning. Parents are encouraged to build on learning at home, for example, by choosing to take activities home or by taking the nursery bear home for the weekend. Parents are highly complimentary about the quality of the provision.
- Staff do not always focus their teaching precisely enough on helping children achieve their next steps in learning at a faster rate.
- Staff do not consistently challenge older or the most able children to achieve at the highest levels.

## What the setting needs to do to improve further

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

- focus teaching more precisely on helping children achieve their next steps in learning, to help children make rapid progress
- provide more challenge for older or the most able children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the owner and the nursery manager.
- The inspector completed joint observations with the nursery manager.
- The inspector spoke to parents during the inspection and took account of their views.

#### Inspector

Trisha Turney

## Inspection findings

### Effectiveness of leadership and management is good

The manager and staff work well together. They have worked successfully to improve the nursery and to ensure all requirements are met. Safeguarding is effective. All staff understand the procedures to follow to help keep children safe from harm. Staff undertake regular checks of the environment and keep children under close supervision to help ensure their safety. The manager has a good overview of the progress that children make. She monitors staff practice effectively and provides feedback to help to raise the quality of teaching and learning. Staff have opportunities to continue their professional development. They undertake their own personal reading and research to develop their knowledge and improve outcomes for children.

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

The atmosphere within the nursery is energetic and purposeful. Children show good levels of engagement during their play. There are a wealth of opportunities for children to self-select and lead their own play. Staff teach children about mathematical concepts such as quantity and height. For example, children build towers as tall as they can with foam bricks and then knock them down and squeal with delight. Staff encourage children to play imaginatively. For example, children pretend to bake in the mud kitchen outside or make meals for staff and friends in the home corner role-play area. Staff place a strong focus on helping children to develop physical skills. For example, children skilfully use scissors, make marks with pens and climb on large outdoor equipment.

### Personal development, behaviour and welfare are good

Staff give children plenty of praise and encouragement, widely supporting their self-confidence and promoting a strong can-do attitude. They promote children's behaviour well. For example, children receive a reward and certificate if they are chosen as the 'Star of the day'. Staff further support children by offering clear and consistent reminders, which help children to understand what is expected of them. They successfully support children's understanding of healthy lifestyles. For instance, staff talk about the difference between healthy food and treats as children play with pretend food. Children demonstrate that they understand that fruit and vegetables are healthy and that cakes should only be eaten occasionally. Staff provide experiences that help children to understand about the local community and wider world. For example, they take children on regular outings to visit the local care home, park and library.

### Outcomes for children are good

Children are curious and motivated learners. They show persistence during activities and show great satisfaction in achieving a goal. Staff encourage children to listen, understand and become confident talkers. Children explore numbers and recognise numerals as appropriate for their age. Older children are learning about letters and the sounds they represent. They are beginning to recognise and write their own name and other familiar words. Children are developing the necessary skills for future learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY541413
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10093535
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	32
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Poppets (Bridgnorth) Limited
<b>Registered person unique reference number</b>	RP541412
<b>Date of previous inspection</b>	17 January 2019
<b>Telephone number</b>	01746 767800

Poppets Nursery registered in 2017 and is located in Bridgnorth. The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications, from level 3 to level 5. The owner holds early years teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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