

# Inspection of Poppies Bourne End

The Old Methodist Church, Furlong Road, Bourne End, Buckinghamshire SL8 5AE

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Inspection date: 24 September 2019

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

The dedicated managers and staff team show a strong drive and commitment to providing high-quality nursery experiences for all children. Staff work well together as a team and share their high expectations.

Children quickly form extremely trusting, caring attachments to their key person. Staff are very responsive to children's needs. Excellent support is given to children to stop using dummies, and staff soothe and cuddle children in need of comfort, for example, when they first wake up from a nap or if they fall over and hurt themselves.

The environment is highly stimulating and attractive. It is exceptionally well organised and significantly enhances children's learning. Children access an excellent range of resources indoors and outdoors which promote all aspects of their play and learning very successfully. For example, children learn about early mathematical concepts such as empty, full, more and less. Staff reinforce this learning as they encourage children to match the number of dots to the written number on toy ducks during water play. Staff provide children with unique learning opportunities to develop their sensory awareness. For instance, during a heavy downpour children were given sheets of silver foil to put on their heads. They curiously listen to the 'tip-tap' as the rain drops land on the foil and feel the raindrops with their faces.

High priority is given to children's diet. Children enjoy eating nutritious meals made from fresh, organic, quality ingredients. This makes a significant difference to their eating habits and general health. Children learn about making healthy choices and how exercise affects their bodies. Parents comment on the wonderful meals the children enjoy and ask for recipes from the chef to enable them to cook the same meals at home.

### **What does the early years setting do well and what does it need to do better?**

- Staff gain detailed information from parents about children's early experiences and what they can already do when they start to attend the nursery. They quickly identify children's starting points in learning and look for ways to build on their experiences.
- On the whole, staff support children's developing imagination and language skills well. They introduce new words, ask questions, use repetition and help children to build sentences, encouraging them to explain and describe what they are doing. However, at times, some staff do not give children enough time to think and respond to questions they ask before giving an answer for them, which could affect children's developing imagination.

- Managers consider partnerships with parents to be paramount in supporting children's learning and to secure the ongoing development of the nursery. Managers regularly seek parents' views and communicate back to parents any changes they have made as a result of their feedback. Staff exchange information with parents about children's care and education. This contributes to plans that staff make in the nursery to support children's learning and helps meet their care needs extremely well.
- All children have lots of fun learning through play. For example, they put their hands into salt and paint to make marks and successfully write their initials. They take enormous pride in their achievements and scream with joy as they complete the tasks set for them by adults.
- Children learn how to use technology to achieve an outcome. For instance, they expertly manipulate a computer mouse to move shapes around a screen to build a virtual house.
- Staff work extremely well as a team. They have regular meetings to evaluate the effectiveness of their provision and continuously reflect on their practice and the experiences they provide for children. Good use of training, coaching and supervision meetings to develop staff's knowledge and experience helps to improve practice and outcomes for children.
- Managers offer an inclusive service. Staff are knowledgeable about children's specific needs, such as those children with special educational needs and/or disabilities. They work closely with parents and other professionals to provide targeted interventions to help children to achieve their full potential.
- The management team acts with integrity. It seeks the honest views of staff about their work-life balance, such as through staff questionnaires. It implements successful strategies to help staff to manage their workload effectively. Stripping back expectation on paperwork and the introduction of a new observation, assessment and tracking tool have enabled staff to spend more time with the children to assist their learning and development.
- Staff provide superb opportunities for children to learn about their family and the families of their friends. For example, they make family trees with real twigs and draw pictures of family members and pets. Children flourish and thrive as they enthusiastically demonstrate a keen interest in others.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand their role of protecting children and can identify possible signs of abuse. They are confident in the procedures to follow if they have concerns about the children in their care. The managers have effective systems in place for the recruitment of new staff, including a thorough induction process and regular supervision sessions to support staff's professional development.

## **What does the setting need to do to improve?**

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

- develop staff's ability to provide children with enough time to think and respond to questions and comments.

## Setting details

<b>Unique reference number</b>	EY409383
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10108752
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Poppies Day Nurseries Limited
<b>Registered person unique reference number</b>	RP901708
<b>Telephone number</b>	01628 521522
<b>Date of previous inspection</b>	26 September 2013

## Information about this early years setting

Poppies Bourne End re-registered in 2010. It operates in Bourne End, Buckinghamshire. The nursery is open from 7.30am until 6pm on Monday to Friday, all year round, except for a week at Christmas. It employs 17 staff, 13 of whom hold appropriate childcare qualifications from level 2 to level 6. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Chris Lamey

## Inspection activities

- The inspector carried out a learning walk with the area manager and the nursery manager.
- The inspector observed staff's teaching and their interactions with children indoors and outside.
- The inspector spoke to staff and children and held a meeting with the area manager and the nursery manager.
- Key persons and the inspector discussed the learning needs of children and how they monitor their ongoing progress.
- A sample of paperwork, including staff's qualifications, suitability checks and safeguarding policies and procedures, was seen by the inspector.
- The inspector took account of views of parents through discussions and written feedback.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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