

Inspection of Poppets Day Nursery

Unit 10 Fyfield Business And Research Park, Fyfield Road, Ongar CM5 0GN

Inspection date: 23 October 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the nursery. For example, as children arrive, they hug their key person. Staff are very caring and build strong relationships with children and their families. For instance, staff and children cheerfully sing songs together during nappy changes. Children's good behaviour shows that they feel emotionally secure. The key-person system is effective.

Children clearly understand the good behavioural expectations and follow the embedded routines. For example, as staff ring a bell to let children know it is time to get ready for lunch, they happily come in from the garden to help their friends tidy up the toys. They quickly tidy up and gather together for a story.

Children comment that they enjoy their time at the setting and they enjoy the lovely stories. Children talk about the story as it develops. As they do, they learn new words and their meaning. There is a clear focus on developing children's literacy and vocabulary skills. Parents praise the setting, in particular the range of activities and experiences their children enjoy. Parents say they feel the setting is as invested in supporting their children's development as they are.

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

- Parents comment positively on the steps staff take to ensure there is an effective two-way flow of information with them. Staff regularly review children's progress with parents. Staff share information to work together to support children's next step in learning. They know the children well and understand how to support their future development.
- Staff plan a good range of experiences and activities that build on children's earlier knowledge. For example, younger children enjoy playing with tubes and sliding pasta down them. Older children explore ramps with water. They experiment and predict if objects will float or sink in the water. Staff give children time to think and respond. Staff use meaningful questions. The children discuss why the big wooden block did not sink as expected. Children develop their thinking skills. They are keen to take part in activities and are confident learners and communicators.
- The experienced and well-qualified management team regularly and carefully reviews the learning opportunities for children. It confidently explains what skills children learn and how children are supported in their development. Managers ensure that children are being given a broad range of experiences. For example, children enjoy modelling hedgehogs out of dough and natural materials. Children listen carefully to staff, look at books for information and learn about the natural world.
- Children benefit from regular opportunities to develop their physical skills and

manage risks appropriately. For example, they dig in the sand, balance on tyres and crawl through tunnels. Staff teach children about using technology appropriately. For instance, children learn about how to stay safe when playing games online.

- Managers have developed effective professional partnerships with local schools. As a result, they have taken on board feedback as they carefully review the progress of groups of children. Managers ensure that any gaps in knowledge are quickly identified and addressed. All children gather the skills and knowledge they need for school or the next stage in their learning.
- Managers are committed to improving the quality of the setting even further. They are effective role models and understand how to support staff. Staff report they feel supported by management and receive appropriate training to help them in their roles and responsibilities. There is an effective staff supervision system in place. However, recent improvements put in place to develop consistently high practice among all staff are not yet fully embedded.
- Children enjoy a choice of healthy food at the setting. Managers share information with parents on healthy packed lunches. However, at times, staff do not always maximise opportunities to develop children's understanding of the importance of healthy foods.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff demonstrate a clear understanding of safeguarding knowledge. Managers ensure this knowledge is covered as part of the induction process as staff start at the nursery. Staff undertake regular training to ensure their knowledge remains current. They can confidently explain the signs and symptoms of abuse that can indicate a child is at risk of harm. They understand how to report any such concerns regarding children. Managers vet staff carefully to ensure their suitability to work with children. Staff and managers understand how to report any concerns regarding the continual suitability of staff.

What does the setting need to do to improve?

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

- enhance the consistency of staff teaching skills to help all children benefit from consistently high quality interactions to promote their rapid development
- maximise opportunities to teach children about the importance of healthy food choices.

Setting details

Unique reference number	EY482482
Local authority	Essex
Inspection number	10076306
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 to 9
Total number of places	68
Number of children on roll	121
Name of registered person	Poppets Day Nurseries
Registered person unique reference number	RP534059
Telephone number	01277 365488
Date of previous inspection	2 February 2016

Information about this early years setting

Poppets Day Nursery registered in 2014. The nursery employs 21 members of childcare staff, 14 of whom hold appropriate early years qualifications at level 2 or above. It opens from Monday to Friday all year round. Sessions are from 7am until 7pm. The nursery provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Becky Williams

Inspection activities

- The manager, deputy manager and inspector conducted a learning walk together.
- The manager, deputy manager and inspector conducted joint observations. The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- At appropriate times during the inspection, the inspector spoke to staff and children.
- The inspector held a meeting with the manager, deputy manager and owners of the setting. She looked at relevant documentation, including evidence regarding the suitability of staff.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

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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