

Inspection of Poppy and Jacks

St. Johns RC Club Church Hall, Breck Road, POULTON-LE-FYLDE, Lancashire FY6 7HT

Inspection date: 25 October 2019

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Staff make exceptionally strong links with the community to provide children with a diverse and exciting range of experiences. For example, children make regular visits to the care home for the elderly and go to the local market to buy produce. Babies attend the 'bounce and rhyme' sessions at the community library and local artists visit the setting to inspire the children.

Children are remarkably confident and self-assured. They build particularly solid and trusting relationships with the staff. Children form exceptional friendships. They ask each other what games they would like to play and negotiate so they each have their choice. They are thoughtful and considerate of each other's needs. The children cooperate superbly with each other. For example, older children support the younger children in the group. Managers have ensured there is consistency for children, both within their rooms and when they are moving to another room. The same adults support them to make them feel secure.

Staff have exceptionally high expectations and model exemplary behaviour and manners to each other and the children. They create a calm and fully inclusive environment where children thrive. They talk about emotions to help children understand how others may be feeling. Staff encourage children to be sensitive and caring to each other's needs. For example, children respond in a positive and thoughtful way when staff remind them that they need to be more careful when playing near younger children.

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

- The management team embeds a rich and well-planned curriculum. The teaching is inspirational and staff provide a wide range of activities and resources that meet children's needs and interests. For example, children talk with excitement as they make slime potions and they persist in developing their skills to use real hammers. These opportunities help children to be curious, extend their skills and be inquisitive about their environment. Staff swiftly identify children's next level of learning and skilfully explore this. For example, young children are encouraged to work together during a matching game when staff introduce the next level of challenge. Staff are instinctive with the interactions and this supports children to develop problem-solving skills. Children play remarkably well together. For instance, they help each other and are polite as they share resources. Children with special educational needs and/or disabilities develop their skills well and staff support these learning opportunities with enthusiasm. Children embrace all opportunities for learning and they are making excellent progress from their starting points.
- Staff and children show a real love for books. They snuggle together while

reading stories in the new den outside and lie on their tummies in the cosy area inside looking at the pictures. Staff skilfully involve children in the story. For example, they play 'I spy' games using the pictures and a younger child reads a story to a member of staff. This helps children to develop language skills and communicate effectively.

- Inclusion and diversity are at the heart of the setting's ethos and staff promote these exceptionally well. For example, they provide regular opportunities for children to meet different people in the community and learn about different cultures and traditions. All children are seen as individuals. Activities and experiences provided by the staff are carefully planned to develop the children's understanding while respecting differences.
- The 'little school' programme is expertly delivered by the early years teacher, enabling children to be exceptionally well prepared for their move to school. Children in this group are excited, enthusiastic and confident learners. For example, they talk with clear understanding about the animals they are learning about and they engage in detailed conversation with the staff.
- The relationships with parents are exceptionally strong. The management team carefully considers the parents and takes their views into account. For example, the new diverse menu has been produced in consultation with parents. The meal ideas are shared with parents so they can make the healthy meals at home. Parents are invited to stay and play sessions, so staff can share ideas with them to continue learning at home.
- Members of the management team have extremely high expectations and aspirations for the setting. For instance, they provide opportunities for children to be an important part of the wider community. They are proactive in their approach to supporting staff. They hold regular supervisions and use every opportunity to model practice and explore training needs. The management team rewards staff with motivational initiatives to support their well-being, for example giving additional annual leave for receiving the 'staff member of the month' award. This results in the staff being dedicated, motivated and enthusiastic, and they speak highly of the support they receive from management.

Safeguarding

The arrangements for safeguarding are effective.

The management team ensures that staff knowledge is kept up to date and staff remain confident in their role to keep children safe. For instance, staff are asked daily scenario questions and they attend regular updates through team meetings and workshops. All staff are fully aware of the signs that a child may display if they are at risk of harm. They are confident in the local safeguarding procedures and what actions they must take to protect children. The safeguarding lead has attended appropriate training and explores wider safeguarding issues, such as 'Prevent' duty, through online learning. The management team ensures that staff are recruited through robust procedures, so that children remain safe.

Setting details

Unique reference number	EY421072
Local authority	Lancashire
Inspection number	10109816
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	93
Number of children on roll	93
Name of registered person	Poppy&Jacks Limited
Registered person unique reference number	RP528935
Telephone number	01253894989
Date of previous inspection	26 January 2015

Information about this early years setting

Poppy and Jacks registered in 2011. The setting employs 18 members of childcare staff. Of these, 15 hold appropriate early years qualifications, including three with early years teacher status or qualified teacher status. The setting opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Vikki Seddon

Inspection activities

- Interactions were observed between staff and children during a range of activities. The inspector assessed the impact this has on the children's learning.
- The inspector spoke with staff throughout the inspection and held a leadership and management meeting.
- A joint observation was completed with a member of the management team to assess quality of leadership and management.
- Children and their parents were spoken to by the inspector, who took their views into account.

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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