

Inspection of Poppins Day Nursery

Poppins Day Nursery, 38 Charles Street, Cheadle, STOKE-ON-TRENT ST10 1ED

Inspection date: 12 November 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	Good

What is it like to attend this early years setting?

The provision is outstanding

The passionate and dedicated staff focus on making children and parents feel welcome in this homely and inviting nursery. Children are visibly happy and make rapid progress in the highly stimulating environment. Staff value and celebrate children's efforts and achievements. This helps to build children's confidence and self-esteem. Children's curiosity and imagination are fostered exceptionally well. Children freely use natural resources and items to create their own play. Staff thoughtfully set up the environment, with excellent attention to detail throughout the nursery. This helps to capture and sustain children's interest in their own learning and provides endless opportunities for them to explore. Children demonstrate exemplary behaviour and excellent social skills. They play harmoniously together and understand the need to share and take turns. Children take part in a wealth of enjoyable and exciting outings and activities that help them to learn about their community and the world around them. For example, they take part in the village carnival, where children and staff dress in traditional clothes from around the world. Children benefit from uninterrupted time to play and the space to develop and test out their ideas. Partnerships with schools are exemplary and children are extremely well prepared and ready to flourish at school.

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

- There is a relaxed and calm atmosphere throughout the nursery. Children are exceptionally well cared for by professional and nurturing staff. They are supported remarkably well to settle in when they join the nursery. Initial home visits help staff to develop strong bonds with children and form partnerships with parents. This actively contributes to helping staff to develop individual care plans for children and to identify their learning and developmental starting points.
- Parents are encouraged exceptionally well to engage in their child's learning. Staff keep parents fully informed about their child's progress. They provide strong guidance, such as fun homework challenges, to help further children's learning and development at home. Parents say that staff are extremely professional and approachable at all times and that they make learning fun. They say that staff make the nursery feel like a 'home from home' for their children.
- Staff take every opportunity to listen to children and value what they say. For example, children of all ages are invited to join the children's council. Staff listen to their ideas about activities and outings they would like to go on. This helps children to feel that they have a voice and are included. Staff get to know children remarkably well and expertly weave teaching into children's play and conversations. Children demonstrate exceptional speaking and listening skills.
- The learning opportunities and staff interactions are of consistent high quality.

Babies and toddlers demonstrate high levels of confidence and curiosity as they have lots of fun putting their hands and feet into paint and examining the marks they make. They are happy to play independently and practise their early walking skills in the safe environment both indoors and outdoors. Staff promote children's physical well-being and their understanding of healthy eating. They grow and harvest their own fruit and vegetables and take part in regular physical exercise.

- Children have extraordinary opportunities to explore and learn outdoors in the forest school. They squeal with delight as they stamp in the mud and find large sticks to stir their 'muddy potions'. Highly effective teaching and appropriate supervision support children to assess and manage their own risks. For example, children know how to play with sticks safely and how to carefully toast marshmallows on the campfire.
- Children's curiosity and motivation to learn are fostered exceptionally well through enjoyable mathematical activities and stimulating science experiments. For example, children mix milk, food colouring and soap together. They become captivated as they watch and talk about the swirling effects of colour. This helps children to develop outstanding thinking and problem-solving skills.
- The management team demonstrates a commendable dedication to providing exceptional standards of care. Recruitment procedures are robust and help to ensure that only the most suitable staff are employed at the nursery. Rigorous self-evaluation systems and staff supervision sessions enable the management team to identify and target improvements extremely well. Managers provide staff with individual support and mentoring to ensure they are extremely knowledgeable and confident in their role.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have an excellent understanding of the signs and symptoms that may indicate a child is at risk of neglect or abuse. They have a robust knowledge of wider safeguarding concerns, including the risk of being drawn into extreme situations. Children learn how to keep themselves safe. For example, the local lollipop lady and community police officer are invited into the nursery to talk to children about road safety and 'stranger danger'. Management and staff have a comprehensive knowledge of safeguarding protocols and actions to take if there are any concerns about a child's welfare. The environment is safe and secure. In-depth risk assessments, both indoors and outdoors and for any outings that children take part in, are conducted on a daily basis. All staff and the management team are trained in paediatric first aid and consider children's safety and well-being to be of paramount importance.

Setting details

Unique reference number	EY402363
Local authority	Staffordshire
Inspection number	10074364
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 5
Total number of places	76
Number of children on roll	101
Name of registered person	Poppins Day Nursery Limited
Registered person unique reference number	RP529386
Telephone number	01538 750055
Date of previous inspection	3 March 2016

Information about this early years setting

Poppins Day Nursery registered in 2009. The nursery employs a cook and 18 members of childcare staff. Of the staff members, four hold appropriate early years qualifications at level 5, one at level 6 and nine at level 3. One practitioner holds qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Hulme

Inspection activities

- The inspector observed the quality of teaching during activities both indoors and outdoors and assessed the impact on children's learning.
- The inspector carried out a joint observation with the nursery manager.
- The inspector looked at documentation, including the suitability of staff working in the nursery.
- The inspector spoke to staff members, children and parents at appropriate times 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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