

Inspection of Merry Poppets Nursery Ltd

23 Queens Road, Ampthill, Beds MK45 2TD

Inspection date: 6 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy being at the nursery and show that they feel safe and secure. For example, on arrival, young children hold their arms out to staff and separate happily from their parents. Staff use the key-person system well and work with parents to obtain thorough information about children's needs, routines and development when children first start attending. Staff have high expectations for each child and continuously assess their progress. They use this information well to plan activities that aid children in extending their learning. For instance, children of all ages have many opportunities to make marks and develop their early writing skills. Younger children make marks in foam and sand. Staff follow the writing programme used by the local school and support older children in learning to write letters.

Children play independently and also work well with others. For example, children playing with the mud kitchen organise their resources and readily include others, explaining what they are doing and passing them spoons and pans. Children respond to the ongoing support and encouragement from staff and talk proudly of their achievements. Older children develop a good understanding of emotions and feelings and know how to manage their behaviour.

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

- Staff ensure that they understand children's experiences. They build on these to offer them activities that support their ability to learn. For example, children enjoy investigating natural materials. This stimulates their curiosity and aids them in learning to explore. Staff make good use of additional funding to further support children's learning.
- Children benefit from thoughtful practices. Young children enjoy looking at family photographs. These offer comfort and aid children in learning about other ways of life. Older children refer to the number line and count in English and French. These opportunities support their skills in mathematics and help them to appreciate differences.
- Staff adapt activities to ensure these offer challenge. For instance, staff members encourage younger children to join the pieces when playing with a construction set. They support older children to count and sort the blocks.
- Staff make good use of children's interests to help plan play opportunities. Younger children enjoy a role-play kitchen, where their interests in transferring objects and playing with pans are extended. Older children become engrossed as they play in a role-play shop. They develop their imagination and learn new vocabulary, such as 'shopkeeper' and 'kiwi fruit'. Staff support them well and ensure that they understand any new words.
- Staff and managers work well with other settings that children attend. They

share assessment information and ensure that children's care is consistent.

- Children demonstrate an enjoyment of reading, and staff skilfully maintain their attention. Older children listen intently to a story and eagerly follow the staff member's lead as they pretend to walk like a bear. Staff read with expression to younger children and repeat key words.
- Children develop a good understanding of how to keep themselves safe and healthy. For example, they walk carefully down the stairs, allowing space for one another. Ongoing discussions help them understand the importance of a healthy diet.
- Managers support staff well and ensure that their workloads are realistic. Staff report that they enjoy their work. They access further training and managers support them to share their new knowledge and put this into practice.
- Staff confidently enable children to determine activities. For instance, older children set out a craft activity they have decided on. Staff support them well in these chosen activities and generally encourage children to think further. However, this is not consistent and, sometimes, staff do not make the best use of opportunities that support children in learning to solve problems as they encounter them.
- Staff talk with parents and use communication books to help understand children's development at home. They use this information to inform their planning. However, staff do not offer parents as much support as possible in extending their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff demonstrate a good knowledge of safeguarding. They know how to identify and report any concerns about children's welfare. Staff work well with statutory agencies to make sure that children's welfare is promoted. They have a secure awareness of the risks posed to children by exposure to extreme views or practices. Robust recruitment procedures ensure that staff are suitable to work with children. Additionally, managers ensure that correct staff ratios are maintained and children's safety is prioritised. Staff take effective action to protect children from any risks posed by use of the internet.

What does the setting need to do to improve?

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

- extend the opportunities that help children to consider the problems they encounter as they play and talk and to find solutions to these
- build on the procedures to support parents to extend their children's learning at home.

Setting details

Unique reference number	EY550755
Local authority	Central Bedfordshire
Inspection number	10133676
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 4
Total number of places	60
Number of children on roll	62
Name of registered person	Merry Poppets Nursery Limited
Registered person unique reference number	RP527580
Telephone number	01525 840099
Date of previous inspection	Not applicable

Information about this early years setting

Merry Poppets Nursery Ltd registered in 2017. The nursery employs 17 members of childcare staff. Of these, four hold appropriate early years qualifications at level 2, and eight hold qualifications at level 3 or higher. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Eyre

Inspection activities

- The inspector and one of the nursery's deputy managers carried out a tour of the nursery to discuss and understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with a deputy manager.
- A meeting was held between the inspector, the two deputy managers, an area manager and the nominated individual. The inspector looked at relevant documentation, discussed the nursery's self-evaluation and saw evidence of the suitability of staff.
- The inspector held discussions with staff, 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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