

Inspection of Poppies Nursery

Poppies Nusery, Ferndale Road, SWINDON SN2 1HL

Inspection date: 10 June 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happy. They settle quickly and are comfortable around the staff. Children behave well. They are polite and they listen to and follow instructions that staff give. Even the younger children know to stop what they are doing and listen when they hear staff shake the tambourine. Older children learn to share and take turns, as they are keen to use the bicycles in the garden.

Staff observe and assess children's progress. However, they do not consistently use what they know about children to challenge them to make the progress of which they are capable. On occasions, children wander around lacking the interactions that they need to help them to be involved in play and learning. Staff provide activities for children, but these activities are not challenging and do not motivate children to learn. Older children enjoy stories but, due to the arrangement of group activities, they get easily distracted and some children are not able to understand and follow the story.

Due to the COVID-19 (coronavirus) pandemic, parents are not currently entering the nursery. Staff recognise how this impacts children and parents, and they take time to speak to parents about their children's day as they drop off and collect their children. Staff use communication diaries to share information with parents who speak English as an additional language. This enables parents to be involved in their children's day at nursery.

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

- Staff know the children well. They understand where children are with their development and know what they need to develop further. However, staff do not use their knowledge of children's progress effectively to plan for children's individual needs and to target teaching better. Activities that staff provide do not offer children the support or challenge that they need to help them to make better progress in their learning.
- The management team and staff work well with other professionals to ensure that children with additional care needs are well looked after in the setting. Staff involve children in managing their care needs so that they are confident in seeking help if they need it. Children whose development is less than expected are referred to other professionals for additional support. However, staff do not use opportunities to target teaching and close gaps while children are waiting to be seen by other professionals.
- Partnership with parents are effective. Staff work closely with parents to get to know their children and to help them to settle and feel secure in the nursery. Parents say they feel that staff keep them informed about what children are doing and learning. Staff working with the younger children use the children's

interests well, to build relationships with them and to help them to settle quickly.

- Staff do not consider the children's individual needs and their level of understanding during group activities. For example, staff spend time trying to get the large group of children to learn the day, date, month and year. Some children in the group have limited language and understanding, and most children do not understand or show any interest. As a result, they fidget and do not focus. On other occasions, staff try to separate the group for stories but they do not consider the children's age or learning needs. Some children cannot understand or concentrate for long enough, so they move around, distracting the children who do want to listen.
- Members of the management team have procedures in place to offer staff support and coaching. However, they have not identified weaknesses in the planning or in the quality of interactions with children. Therefore, they have not been able to target support and coaching for staff effectively.
- Children learn about being healthy and good hygiene practices. Staff remind them to have regular drinks of water when it is hot. Children have plenty of fresh air and exercise throughout the day. Staff share ideas with parents to support healthy lifestyles at home. For instance, as part of the healthy eating week, staff shared resources with parents to use with their children.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff understand their responsibilities to keep children safe. They supervise children well and implement effective procedures to monitor accidents and to risk assess the equipment that children have access to. Staff are trained in the safeguarding procedures. They are able to recognise signs that may suggest a child is at risk of harm, and they know how to report any concerns they have about a child's welfare. Staff support parents to safeguard their children. For example, they share information about online safety and age-appropriate internet use.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve how information about children's development is used to plan and target teaching, to meet children's individual learning needs.	24/06/2021

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

- review the organisation of group activities, to ensure children are engaged and involved in learning
- develop procedures in place for monitoring staff practice, to identify weaknesses and target support effectively.

Setting details

Unique reference number	EY477432
Local authority	Swindon
Inspection number	10197307
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 at time of inspection	1 to 4
Total number of places	99
Number of children on roll	75
Name of registered person	Ranu Ltd
Registered person unique reference number	RP905720
Telephone number	01793 613457
Date of previous inspection	28 November 2016

Information about this early years setting

Poppies Nursery registered in 2014. It is located in the Ferndale area of Swindon. The nursery is open each weekday from 7am to 6.30pm, for 51 weeks of the year, excluding public holidays. The provider employs 21 members of staff to work with the children, all of whom hold relevant early years qualifications from level 2 to level 5. The provider receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspectors

Victoria Nicolson
Anita McKelvey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and the inspectors completed a learning walk together. The manager explained how the provision is organised and the focus of the curriculum.
- The inspectors spoke to the staff and children at suitable times throughout the inspection.
- Joint observations were carried out with the inspectors and the management team.
- A meeting was held with the inspectors and the management team.
- The inspectors spoke to parents and took their views in to consideration.
- The inspectors sampled documentation, including staff files and qualifications.

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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