

Inspection of Poppies Maidenhead

Poppies Day Nursery, Shifford Crescent, Maidenhead SL6 7UA

Inspection date: 28 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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Some staff have a weaker understanding of how to plan and provide the early years curriculum. This has had an impact on their ability to plan successfully, to focus on what younger children need to learn and to implement learning experiences that provide sufficient challenge.

Children are developing the strength in their hand and finger movements. They draw pictures of their family using felt tips and use chunky paintbrushes to paint pictures of footballs. They use their fingers to create marks on screens, and make patterns using twigs. Children enjoy playing with play dough and they explore using a range of utensils to create patterns, cut shapes and roll the dough out smoothly.

Children sit with their friends at lunchtime and talk about 'courgette power' that will help them to run fast. Those with dietary needs are well supervised by staff, who are vigilant and check that the food served links to the child for which it is intended. Children learn to respect each other's similarities and differences. They take part in a variety of activities to support the celebrations and festivals that happen throughout the year. Staff use books to support children's understanding of the diverse community in which they live.

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

- The setting has recently been taken over by Family First Day Nurseries. The senior management team has given leaders and managers improvement plans to focus on, to improve the quality of the provision. This includes the planning and implementation of the curriculum and support to staff to do this, although it is in its early days.
- Planning for the curriculum is inconsistent across the staff team. Staff working with older children are clear on the intentions for learning and generally implement this effectively. However, the learning intentions for younger children are less effective, which reduces the learning opportunities available. The environment lacks stimulation and challenge to help promote children's development. Senior managers state that they have ordered new natural play resources and demonstrate a strong commitment to make the improvements required.
- Staff do not always enable children to choose when to have their snack. For example, while younger children enjoy outdoor play, staff call them inside for snack time, despite only being outside for a short period of time. This demonstrates that staff do not plan well enough to enable children to continue with their play and learning experiences.
- Older children generally engage well in their learning. They focus for long

periods of time and develop a positive attitude for their future learning. Younger children are less focused and do not benefit fully from the learning opportunities provided. Children learn to share and take turns with their friends. They are reminded to speak with small voices because some of their friends do not like loud noises. Children are developing good manners and staff act as positive role models.

- Children with special educational needs and/or disabilities are supported well. Staff work in partnership with other professional and parents. They identify where support is required and how this can be achieved. Staff know children's needs well and put in place the required levels of supervision to keep children safe and help them progress in their learning.
- Staff generally support children's communication and language effectively, including those who speak English as an additional language. Children enjoy listening to familiar stories. They cosy up to staff, who use props to sustain their attention. Children join in singing songs, including those using words from their home language.
- Partnerships with parents are positive. Parents report that they feel well supported by the staff, who know their children well. They are well informed about their child's daily care, and help is provided for any developmental needs identified. During the COVID-19 (coronavirus) pandemic, staff organised online sessions to keep in touch with the children, such as yoga. The staff team has adapted the way in which parents drop off and collect their children, to minimise the risks of cross-infection to children and staff.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge and understanding of child protection and how to keep children safe. The manager is the designated lead for safeguarding and provides support and guidance for the staff team. Leaders and managers regularly test staff's understanding of the safeguarding procedures and share information during staff meetings. Staff supervise children well during the daily routine. Staff ensure the areas children use are suitable and safe. They put preventative measures in place to minimise potential risks to children, such as adding finger guards on doors to prevent children trapping their fingers.

What does the setting need to do to improve?

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

	Due date
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ensure that all staff understand what they want children to learn and why, and provide effective learning experiences for all children	02/08/2021
improve staff's understanding of how children learn, and include children more effectively in the changes of routines to avoid interrupting them when they are engaged in play.	02/08/2021

Setting details

Unique reference number	EY561907
Local authority	Windsor and Maidenhead
Inspection number	10198978
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	75
Number of children on roll	83
Name of registered person	Poppies Day Nurseries Limited
Registered person unique reference number	RP901708
Telephone number	01753 313030
Date of previous inspection	Not applicable

Information about this early years setting

Poppies Maidenhead registered in 2018 and has recently been taken over by Family First Day Nurseries. It is situated in Maidenhead. The nursery is open each weekday from 7.30am until 6pm for 51 weeks of the year. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs 18 staff, 10 of whom hold a relevant level 3 qualification. Two staff hold a level 2 qualification.

Information about this inspection

Inspector

Maria Conroy

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke to a sample of parents to gain their views of the service provided.
- The inspector observed children both indoors and outdoors to assess the interaction between the children and staff.
- The inspector spent time in all the rooms and spoke to staff and children when appropriate.
- The inspector spoke with senior management throughout the inspection to keep them updated as the inspection progressed.
- Joint observations were completed with the manager of the setting to find out how staff are monitored and supported in their professional development.
- The inspector conducted a learning walk with the manager to discuss how the staff implement the curriculum.

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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