

# Inspection of Pearls Poppets

Units 19-21, Brookfield Business Park Clay Lane, York Road, York YO43 3PU

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Inspection date: 14 July 2021

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

## **What is it like to attend this early years setting?**

### **The provision is good**

Children really enjoy their time at the nursery. They happily leave their parents on arrival at the nursery to quickly engage in their play. Children of all ages quickly develop warm and affectionate attachments with staff, who actively help them to feel safe and gain emotional security. Children enthusiastically explore the environment and are confident, independent learners. The environment is organised to help all children, regardless of their age, easily select the toys they want to use. This helps to promote their independent play. Staff implement a consistent approach to managing behaviour. They help children to understand boundaries, behave well and have good attitudes to learning.

Children have immense fun as they explore with real objects when they role play. They work together as a team as they help each to make pretend cups of tea and serve to the dolls. Children show pride in their efforts and constantly receive praise and encouragement from staff. Staff have high expectations of what every child can achieve. They promote children's communication and language skills well. Children enjoy listening to familiar rhyming stories and songs. They giggle with delight at the story and older children predict the ending. Children are beginning to identify their name on the place mats used at mealtimes.

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

- Staff have a good understanding of how children learn, overall. They make effective use of their observations and assessments of individual children's learning. Staff take account of children's interests and next steps in learning to plan a range of activities. However, at times, staff do not provide sufficient challenge during activities for older and most-able children to make the best possible progress in their learning. For example, extending mathematical opportunities.
- Staff develop children's love for and interest in literacy and books. Children enjoy some group activities as they are involved in the story. They use positional language and talk enthusiastically about who is behind the flap and where they will be. However, the organisation of some group times means that older children are not always able to concentrate without distraction. Younger children sit for too long and lose interest.
- All children, including children with additional needs and children in receipt of funding, make good progress. Children enjoy the range of activities available as they participate in activities that are fun and inspire them to have a go. All children have a vast range of opportunities to explore with making marks. Very young children experiment with brushes, sponges and body paint, giggling with delight as they make pictures. Older children understand that print carries meaning as they experiment with writing lists in the role-play area, while older

children confidently write their own names.

- Partnership with parents is good. Parents are kept well informed about every aspect of their child's care and education. Staff provide verbal feedback to parents at the start and end of the day. They also give daily updates on an electronic application. Staff involve parents of those children who require additional support in meetings, and devising and implementing their children's support plans. Staff are proactive at accessing support when required. Parents comment that they are kept informed about their child's progress, even though the pandemic has restricted their ability to go into the nursery.
- The manager understands the need for robust recording. Overall, staff have a very good understanding of the strengths of the nursery and key areas for development. They are reflective of any changes in the nursery and evaluate the impact of these changes on outcomes for children. This approach illustrates that staff have a good capacity for improvement.
- Staff have developed very good relationships with children and provide a positive role model. Children behave very well. Staff give gentle reminders that help them understand the impact of their actions on others. Older children learn how to self-regulate their behaviour. They settle disputes to ensure that everyone has a turn playing with a favourite toy. Children are polite and remember to say 'please' and 'thank you' to staff and each other at appropriate times.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a very good knowledge and understanding of the procedures to follow should they have any concerns about a child in their care. Staff to child ratios are maintained at all times throughout the nursery. Managers have rigorous and robust recruitment procedures in place to ensure that all adults are suitable to work with children. Staff are very alert to safety issues. They make sure that children are kept safe in their play, while also understanding how to take measured risks. For example, children manage their own risks as they climb trees. Children devise their own gestures to communicate with staff when they feel safe.

## What does the setting need to do to improve?

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

- provide older and most-able children with consistently higher levels of challenge during activities, so that they make more rapid progress in their learning
- organise group times more effectively to provide children with opportunities to concentrate without distractions and be fully engaged in their learning.

## Setting details

<b>Unique reference number</b>	EY560854
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10190985
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 8
<b>Total number of places</b>	42
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Tennyson-Cox, Abbie
<b>Registered person unique reference number</b>	RP560853
<b>Telephone number</b>	01430803004
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Pearls Poppets registered in 2018. The nursery employs 18 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3, including two with early years professional status or qualified teacher status. The nursery opens all year round from 7.15am until 6.15pm, Monday to Friday. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Eileen Grimes

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and the inspector carried out a learning walk. They discussed the learning environment and how the curriculum is organised.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed and evaluated an activity with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, including the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents 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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