

Inspection of Poppets Day Nursery

Unit 10 Fyfield Business And Research Park, Fyfield Road, Ongar CM5 0GN

Inspection date:

16 March 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

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

Sometimes, staff struggle to respond quickly to babies' individual needs, particularly when a number of babies need support at the same time. Despite this, children, generally, enjoy their time at the nursery and learn a range of skills to help support their future learning. Pre-school children happily lead their own play, although some adult-led activities are not planned or delivered well enough to fully meet children's learning needs. Children use their good imaginative skills while playing with large dinosaurs and related resources. Other children work together to find a way to roll a large cardboard tube back and forth along the floor. They practise rolling, catching and jumping over the cardboard tube. Toddlers enjoy playing with small animals, pretending to mimic the animal sounds as they move them about.

Children make consistent progress. Staff know their key children well. They identify children's interests and provide activities which capture and inspire their curiosity. Children quickly develop a love of books. Older children settle down in a comfy corner to listen to a story, while babies snuggle into staff's laps to listen to a book being read to them. Children behave well. Toddlers respond to gentle reminders from staff to take turns and share resources, while pre-school children negotiate who is next to pour out the paint onto the tray.

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

- Staff working with the babies strive to provide good levels of care to ensure their needs are met at all times. However, sometimes, when more than three babies require cuddles, reassurance or changing, staff do not request an additional pair of hands to help them.
- Children of all ages enjoy a wide range of activities. Staff complete regular, focused observations of their key children to help keep track of their progress. They respond promptly to what children are doing. Staff provide learning experiences which link into children's emerging interests and what they need to learn next. However, sometimes, staff overcomplicate a good idea, which leaves children overwhelmed and unsure of what is expected of them.
- There are effective partnerships between parents and staff, which helps to promote continuity of children's care and learning. For example, parents frequently update staff about their children's new interests or achievements. Staff keep parents aware of any new skills learned and how their children have been during the day. Parents enjoy taking their children's learning journals home to share with their children and the wider family. This helps children to learn to be proud of their achievements and raises their confidence and self-esteem.
- Children, including babies, have lots of opportunities to learn important social skills. Babies sit down at a small table to enjoy snack times together, while older

children know that they need to take turns to wash their hands. Staff consistently reinforce good manners and politeness. They model the correct pronunciation of words when talking to children and to each other, which helps children to develop good communication and language skills.

- Partnerships with local schools work effectively to support children as they move on to the next stage of their learning confidently. Staff share information about children's current levels of development with school teachers. This helps teachers to understand what children know and can do as they start school and continue their learning.
- Regular supervision meetings help to keep staff's professional development and practice updated. The manager encourages staff to identify and request any additional training or any support they feel they would benefit from. Staff understand the importance of developing their own skills to help provide children with the best possible learning experiences.
- Staff know what to do should they have any concerns that a child is not making at least expected levels of progress. They have partnerships with external professionals, such as speech and language therapists, who they can refer children and their parents to, if required. Staff make good use of additional funding to extend children's experiences, such as encouraging them to explore their feelings through role play.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of the signs and symptoms which may indicate that a child is at risk of harm or abuse. They attend regular child protection training, which helps to keep them aware of any changes or updates to guidance and legislation. The manager and her deputy ask staff safeguarding questions while in their rooms, which helps them to be continually aware of the possible dangers to children. Daily checks and risk assessments help to identify and minimise any hazards to children to keep them safe.

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 staff deployment to help staff meet children's routines and needs, specifically the babies.	29/04/2022

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

- support staff to develop their planning skills in order to recognise when activities are sufficiently challenging to keep children fully engaged.

Setting details

Unique reference number	EY482482
Local authority	Essex
Inspection number	10229273
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	0 to 4
Total number of places	68
Number of children on roll	78
Name of registered person	Poppets Day Nurseries
Registered person unique reference number	RP534059
Telephone number	01277 365488
Date of previous inspection	23 October 2019

Information about this early years setting

Poppets Day Nursery registered in 2014. The nursery employs 10 members of childcare staff, nine of whom hold appropriate early years qualifications at level 2 or above. It opens from Monday to Friday all year round. Sessions are from 7am until 7pm. The nursery provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector
Sue Buckingham

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 viewed all areas of the provision and discussed the safety and suitability of the premises.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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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