

# Inspection of Poppies Nursery

St Mary's Lower School, Rook Tree Lane, STOTFOLD, Bedfordshire SG5 4DL

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Inspection date: 9 May 2022

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| <b>Overall effectiveness</b>                 | <b>Outstanding</b> |
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| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Outstanding        |

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

### **The provision is outstanding**

Children are exceptionally confident in this welcoming and exciting nursery. They are very respectful of their friends, demonstrating kindness and friendliness in their play. Children build a sense of belonging with staff as their key person pays close attention to their needs, providing individual care. Children spend copious amounts of time outdoors and experience a stimulating variety of rich activities that help them to understand the natural world, develop independence and negotiate risk. Children spend time copying yoga positions outdoors and relax their whole bodies in the tire swing as they spin around.

The thoughtfully planned environment means that children are constantly surrounded by independent learning opportunities. Staff notice what captures children's interests and take these moments to guide and extend learning further. Children hammer nails into wood to make hedgehogs. Staff use wondrous tones of voice as they compare the length of different nails and praise children for hammering carefully. When children remember that hedgehogs are nocturnal, staff expertly help them recall the meaning of this word. Most-able children are further challenged to understand the difference between nocturnal and diurnal animals in a playful way. They divide toy animals into two baskets, embedding their new and extensive vocabulary. Children demonstrate their knowledge as they build recognisable cars out of boxes and tyres and name dinosaurs while dusting for fossils. They marvel at their own achievements, building a high sense of self-worth.

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

- Leaders are highly qualified and passionate about the excellent service they provide for children. They proactively instil and share practice with staff, emanating the dedication and desire to give children the best start in their education. Leaders promote staff well-being which means staff support children's welfare to a high level.
- Staff are extremely knowledgeable about their profession. They are motivated to develop themselves in ways that impact positively on the children they teach. For example, they choose training courses that focus on the needs of their key children. They mentor each other and frequently discuss what they can improve in the nursery to benefit the children that attend.
- Staff help children to understand the importance of trial and error. While teaching a new song, a staff member explains that it is alright that she sang the wrong words because now she can teach herself and the children the correct words. This helps to build children's resilience in an emotionally safe atmosphere.
- Children with special educational needs and/or disabilities benefit immensely from the work the staff do. They challenge other professionals and champion

children's abilities. The provider and her team work tirelessly to ensure that this group of children makes the best possible progress from their starting points.

- Additional funding is spent wisely. Staff obtain information about children's home lives and provide a range of experiences to truly enhance their life endeavours. For example, items that link to the local mill are brought into the nursery for the children to experience. Staff deliver specialist language groups to help children develop their communication skills. This helps children to catch up with age-related expectations.
- The staff team carefully considers how children's skills can be used elsewhere in their lives. Their extremely strong knowledge of child development and meticulous planning of the curriculum means that children build on what they already know and can do. This helps children to deeply embed learning. Staff carefully observe and intervene at the right moments, with high-quality interactions, to support children's thinking skills.
- Parents are overwhelmingly complimentary about the nursery. They speak very highly of the relationships that staff build with their children. Parents explain how they have noticed their children have learned vital skills at nursery and caught up with their social skills they were concerned about since the COVID-19 pandemic began.
- Staff provide children with rich opportunities to be prepared for their next stage of education. They support children's growing independence and social development. Children persevere to communicate with their friends in a socially acceptable way. This helps children to develop meaningful friendships.

## **Safeguarding**

The arrangements for safeguarding are effective.

Children's well-being and safety thoroughly underpin all practice at the nursery. There are exemplary selection processes to employ the right staff for roles within the organisation. High standards mean that staff understand their roles and responsibilities to safeguard children. They frequently refresh their working knowledge. They know what might indicate reasons for concern and understand the process to report any concerns. They are all confident to challenge designated officers should they not take their role seriously. This helps to ensure children and families receive swift support.

## Setting details

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| <b>Unique reference number</b>                     | EY217430  |
| <b>Local authority</b>                             | Central Bedfordshire                                |
| <b>Inspection number</b>                           | 10137521  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises                  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Sessional day care                                  |
| <b>Age range of children at time of inspection</b> | 2 to 4  |
| <b>Total number of places</b>                      |   |
| <b>Number of children on roll</b>                  | 118   |
| <b>Name of registered person</b>                   | Poppies Nursery Ltd                                 |
| <b>Registered person unique reference number</b>   | RP907094  |
| <b>Telephone number</b>                            | 07814 204 126                                       |
| <b>Date of previous inspection</b>                 | 14 October 2015                                     |

## Information about this early years setting

Poppies Nursery first registered in 1998 and changed to its current registration in 2002. It operates during school term time and sessions are Monday to Friday from 8am to 6pm. The nursery employs 23 members of childcare staff, of whom 18 hold appropriate early years qualifications at level 2 or above, including one with early years professional status. The nursery provides funded education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Elke Rockey

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The provider joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views and knowledge.
- 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 provider and the inspector carried two joint observations of planned activities with the provider and supervisor.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.
- Children told the inspector about their friends and what they like to do when they are at 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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