

Inspection of Little Poppets Nursery

Seaford County Primary School, Wilkinson Way, SEAFORD, East Sussex BN25 2JF

Inspection date: 17 June 2022

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

What is it like to attend this early years setting?

The provision is good

Children are happy when they arrive at the friendly and safe nursery. They know that they will spend lots of time playing in the exciting outdoor spaces and they are eager to explore. They are greeted warmly with hugs and smiles from the very nurturing staff, with whom they have developed deep bonds. Staff ensure children can find the activities they enjoy as soon as they arrive.

Children are adventurous, particularly when they explore the woods and outdoor spaces. They demonstrate what they know when they pretend to cook in the mud kitchen or look for bugs under logs. They like to explore sensory activities, such as playing with ice, water, sand and 'gloop'. For instance, children are calm and relaxed as they busily 'paint' the nursery with large paintbrushes and water.

Children learn to take turns and develop an understanding of one another's needs. Staff recognise that during the COVID-19 pandemic, some children did not have opportunities to socialise and play alongside other children. When children find this difficult, staff sensitively help them to manage any overwhelming feelings and behaviours they have. This helps children develop their social and personal skills so they can play happily and begin to form good friendships. This helps children gain the skills they need for their future learning, including when they go to school.

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

- Leaders are dedicated and enthusiastic practitioners. They are highly reflective and regularly evaluate how staff practice and the environment support children's learning. Leaders work well with other professionals to ensure all children, including those with special educational needs and/or disabilities, receive timely and appropriate interventions to support their learning and development.
- Staff plan a broad curriculum, with a focus on developing children's communication and language skills. Children are engaged and busy with activities they have chosen. However, staff do not always sequence children's learning effectively to provide further challenge or extend their skills and thinking while they are playing.
- Children develop their physical skills well. They have lots of opportunities to play in the fresh air and to exercise. Children develop strength and coordination when they lift and carry planks or hold on tight to the rope swing. Staff use creative ways to support children's small-muscle skills, such as using chalk to draw on wooden tables outside.
- Staff recognise how children need support to develop their listening and attention skills. For example, children sometimes work together in small groups. Staff speak clearly to help them learn new words. However, staff do not always use agreed strategies consistently to develop children's listening skills further,

such as during conversations and activities.

- Children develop their independence skills when they help to prepare snack, put on their shoes and take themselves to the toilet. Care routines are organised so that young children begin to develop the skills they need to help with their personal care. For instance, children wash their hands before they sit down to eat. Staff provide healthy foods for children to try during snack time.
- Parents are delighted with the care their children receive. They feel included in what the children are doing when they discuss their learning with staff. Parents say that their children love coming to the nursery and that they are really pleased with the good progress they see their children make.
- Children develop a strong connection with nature and the outdoors. They begin to appreciate the world in new ways, for example when they tend to the flowers and plants or hear stories around a campfire. Children think about how they can support other living things when they build a bug hotel. They start to understand how they can make a positive difference in the wider world.
- Leaders work hard to support staff's well-being. Staff comment on how much they enjoy working in the nursery. They have regular supervision sessions with the manager, who provides good opportunities for their professional development. This helps staff improve and develop their skills and knowledge.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have robust recruitment and induction procedures in place to ensure the suitability of all staff working with children. Staff are well deployed across all areas of the setting, including in the woods. This enables children to play and explore safely. All staff know the signs and symptoms of abuse. They know how to refer their concerns in a timely manner. Leaders share information with other professionals when required. They understand how safeguarding issues, such as being exposed to extreme views, can affect children and their families. Staff are highly vigilant and teach children to keep themselves safe.

What does the setting need to do to improve?

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

- deepen staff's understanding of the curriculum to ensure children's learning is sequenced more precisely to challenge and extend their skills and knowledge even further
- develop further consistent teaching strategies to develop and extend children's listening and attention skills.

Setting details

Unique reference number	2583636
Local authority	East Sussex
Inspection number	10239571
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	2 to 4
Total number of places	26
Number of children on roll	42
Name of registered person	Little Poppets Nursery and Holiday Club Ltd
Registered person unique reference number	2583634
Telephone number	01323896069
Date of previous inspection	Not applicable

Information about this early years setting

Little Poppets Nursery registered in 2020 and operates in the grounds of Seaford Primary School, Seaford, East Sussex. The nursery opens from 7.30am to 6pm, Monday to Friday, all year. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are seven members of staff, of whom six hold relevant childcare qualifications at level 2 to level 3. The manager holds a level 3 qualification.

Information about this inspection

Inspector

Alison Martin

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 observed the quality of education, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke with staff, children and parents and took account of their views.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector looked at relevant documentation and reviewed 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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