

# Inspection of Poppies Beaconsfield

Harrias Barn, Hedgerley Lane, Beaconsfield, Buckinghamshire HP9 2SD

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Inspection date: 17 June 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

Children enjoy the fun-filled activities on offer at this welcoming nursery. They form affectionate bonds with staff, who are responsive to their needs and their cues for interaction. Children feel safe and secure as they arrive. They confidently wave goodbye to their parents as they walk in. Children choose from a range of interesting activities on offer. For example, babies have a go at climbing up equipment and testing out their balance. Children learn to play cooperatively with others and invite them into their play. They freely explore the exciting learning spaces, handle natural objects and engage in physical exercise on some raised wooden planks. The well-equipped outdoor area helps to promote children's good health and emotional well-being.

Children really enjoy being outside in the fresh air. They spend time observing and finding out about bugs and insects. For example, they enthusiastically talk about butterflies, caterpillars and tadpoles. Children work together as a group and are enthusiastic about the insects they find. They show great delight when the insects crawl away. Their physical skills are well developed as they run, balance and climb on the outdoor equipment with ease. Younger children excitedly play in the shallow tray of water and point at the ripples as they use their hands to make splashes. Children behave well and are respectful to others. They welcome visitors and happily engage in discussions as they share a book about butterflies. Staff are responsive to children's efforts and constantly praise their achievements. This helps children to feel valued. Children make good progress in their learning and development.

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

- Leaders and staff have worked together to create a curriculum that reflects the setting's wider community and the families and children that attend. However, staff do not always challenge children with special educational needs and/or disabilities enough. For example, on occasion, some children do not fully engage or participate in the hive of activity that is taking place, and instead retreat into isolated play. This affects how well they benefit from the full curriculum.
- Children who speak English as an additional language quickly settle into the nursery. Staff use key words given by parents to help communicate with children. Visual timetables and pictures of resources help children to identify what they like and what is going to happen during the day. As a result, children feel safe and reassured as they are able to predict what comes next.
- Staff are highly engaged and enthusiastic when they interact with children, but, at times, they do not fully capture opportunities to extend individual children's learning. For instance, older children demonstrate the ability to discuss where salt comes from and what foods contain salt. They clearly show that they are

able to connect and build on new ideas based on what they already know. However, staff do not always recognise or make the best use of opportunities such as this in order to build further on children's skills and maximise their progress.

- Staff are keen to support children while they explore and experiment with ideas. However, at times, the enthusiastic staff quickly provide solutions to problems or tell children what will happen next, before children have had the opportunity to do this for themselves. This limits time for children to develop their own ideas, theories and thinking skills.
- Leaders fully understand the importance of parents working closely with staff to support children's learning. Parents say that the communication from staff through updates online is 'excellent'. They comment on the progress their children have made in their levels of confidence and social skills.
- Staff are passionate and want to develop their knowledge and skills further. Leaders support them to access training opportunities. They monitor staff's performance through observations and assessment and give them feedback to improve their practice. Staff supervisions are completed regularly. Staff talk confidently about their workload being well managed and feel their well-being is effectively supported.
- Children develop into confident and independent individuals, who can take care of their own personal needs. Older children get themselves ready for lunch by finding their cutlery and place mats. During mealtimes, older children confidently hold interesting conversations with staff and other children. This illustrates that children possess good levels of self-esteem and confidence.
- Children learn about different languages and cultures represented in the wider world. They hear French phrases and songs that build on their emerging language skills. This helps to prepare children for life in modern Britain.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of their responsibility to protect children from harm. They recognise the potential signs and symptoms of abuse, including the risk of being exposed to extremist views and behaviours. Staff have access to regular safeguarding updates and online training. This helps them to maintain their sound knowledge and understanding of all aspects of safeguarding. Leaders are aware of the context of their community and use this to identify families who may be at risk of harm or in need of support. Staff understand the local procedures to follow should they need to seek further help or to report any concerns. Staff ensure that children are able to play in a safe and secure environment.

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

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

- develop staff's knowledge and understanding of how to support and provide appropriate challenge for children with special educational needs and/or disabilities, to help ensure all children make the best possible progress
- support staff to develop their skills in recognising and making full use of opportunities to extend children's learning further
- extend opportunities for children to think through solutions, solve problems and predict outcomes themselves.

## Setting details

<b>Unique reference number</b>	EY430249
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10228577
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	70
<b>Number of children on roll</b>	98
<b>Name of registered person</b>	Poppies Day Nurseries Limited
<b>Registered person unique reference number</b>	RP901708
<b>Telephone number</b>	01494 677116
<b>Date of previous inspection</b>	6 February 2017

## Information about this early years setting

Poppies Day Nursery registered in 2011. It is situated in Old Beaconsfield, Buckinghamshire. The nursery employs 17 staff. Of these, 10 hold appropriate early years qualifications at level 3 or above, including one staff member and the manager who hold qualifications at level 6. The nursery opens from 7.30am to 6pm from Monday to Friday, all year round, except for a week at Christmas. The nursery receives funding for the provision of free early education to children aged two, three and four years.

## Information about this inspection

### Inspector

Christine Wilkinson

## 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 carried out a learning walk with the manager. They discussed the curriculum and the daily routines of the nursery.
- The leaders and inspector observed staff interactions as part of two joint observations.
- Documents, including evidence of the suitability of staff and first-aid certificates, were seen by the inspector.
- The inspector held a meeting with the manager, the deputy and the company's early years specialist.
- The inspector spoke to children and staff at suitable times throughout the inspection, and observed activities inside the nursery and in the garden.

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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