

# Inspection of Poppies Daycare Nursery

The Cottage, Ordnance Road, Tidworth, Wiltshire SP9 7QD

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Inspection date:

5 August 2022

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Not applicable

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

### This provision meets requirements

Children enjoy attending the welcoming family-oriented provision created by staff. They settle quickly to engage in the activities on offer. Staff encourage children to believe in themselves and 'have a go.' Children thrive in the care of the warm, friendly staff and actively seek them out to involve them in their play. Staff are positive role models. Children describe the staff as 'amazing' and 'nice' and that they make sure their days are lots of fun.

Children enjoy exploring a range of resources and show their imagination and creativity. They show absolute excitement when they see the resources to make herbal tea for a teddy bears tea party. The children wait patiently as they take turns and share ideas with each other. The older children gently encourage the younger children to smell the different spices. They ask them questions, such as what the different smells mean to them or what drink they are making. They praise them when they keep trying and join in the laughter when they make the staff a 'sunflower seed' drink.

Children's behaviour is exemplary. They show respect for each other and their environment exceptionally well. Children adhere to rules and pay close attention to staffs' requests. They select resources independently and use them with care and attention. When playing a board game, children share the rules of play with each other and celebrate when a friend wins. They show determination when learning new skills, such as grating cheese. Children show pure delight as they lift the grater and proudly share how they have made 'curly cheese' to those around them.

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

- The manager and provider are extremely reflective on the service they offer. They seek the views of children, parents and staff. This informs continuous provision so that children have the best experiences and opportunities. They have recently introduced calming areas enabling children to relax and self-regulate. They are currently evaluating their outdoor environment to extend children's experiences. The manager holds regular meetings with staff and closely monitors staff practice. She uses a range of valuable training opportunities. This ensures staff keep their excellent knowledge and skills up to date.
- Staff support children's emotional needs very well. They have created a 'positivity box'. This allows children to write positive notes about each other or staff and is shared weekly. Children write notes such as 'thank you for being helpful to your friends' and 'I love your smile and how kind you are'. This enables all children, including the less confident children, to express how they

are feeling.

- Parents are extremely complimentary about the setting. They feel assured that their children are safe and happy. They speak highly of the caring staff and appreciate the exceptional care provided. Parents report that the smooth transitions support and ease their children gently into school. They comment how the communication is excellent and that the nursery feels like an 'extended family'.
- The manager and staff know the children well and truly enjoy spending time with them. Staff consistently interact positively with the children. Children show delight as they engage in conversations with staff and their friends. When children create a pretend hair salon, staff take turns to attend appointments. They extend children's play and learning using language, such as 'highlights and rollers'. Staff laugh when children suggest that they should have green hair. However, at times, staff are too quick to respond and children do not always have enough time to process their own ideas.
- Children know about good hygiene habits. They understand the importance of washing hands and keeping germs at bay. Children have plenty of opportunities to learn about healthy lifestyles. Staff teach them about healthy and unhealthy food as they involve them in preparing food. For instance, children get to choose from a healthy selection of toppings for their pizza. Children have access to a range of physical activities. They enjoy spending time in the fresh air and playing games with their friends.
- Children's voices and opinions are highly valued. Staff involve children in making decisions about their play and activities. Children say that they love coming to the nursery and know they can make choices with what they would like to play with. Staff ask them what resources they would like. When children share their interest in fishing, staff support them in making 'fishing rods' using a variety of craft materials.
- The manager and staff have very strong partnerships with the setting's feeder schools. They meet regularly to discuss the children's welfare, sharing key information to ensure continuity of care.

## Safeguarding

The arrangements for safeguarding are effective.

Staff keep children safe at this setting. They know them well and are alert to all the signs that might suggest a child is at risk from harm. The manager makes sure that all staff complete regular safeguarding training. They know the signs and indicators of abuse to be aware of. This includes 'Prevent' duty, domestic abuse and keeping children safe online. Staff are familiar with the whistle-blowing procedure. They know what to do if they have concerns about a colleague's conduct. The manager has robust recruitment procedures to ensure the suitability of all staff. Frequent risk assessments makes sure that the premises are secure. Children cannot leave unsupervised and potential unwanted visitors cannot gain access.

## Setting details

<b>Unique reference number</b>	2526070
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10204352
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	5 to 10
<b>Total number of places</b>	40
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Poppies Daycare Nursery Ltd
<b>Registered person unique reference number</b>	RP527456
<b>Telephone number</b>	01980 846699
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Poppies Daycare Nursery registered in 2019 and is located in Tidworth, Wiltshire. The provision employs eight members of staff. Of these, four hold appropriate early years qualifications between level three and level four. One member of staff holds early years professional status. The provision opens from Monday to Friday, from 7.30am to 9am and 3pm to 6pm, term time only. During school holidays, sessions run Monday to Friday, from 9am to 5pm.

## Information about this inspection

### Inspector

Charlotte Adcock

## 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 this into account in their evaluation of the provider.
- The inspector talked to staff and the children at appropriate times during the inspection and took their views into account.
- A meeting was held between the inspector and manager. A sample of documentation was reviewed during the inspection including suitability checks and first-aid certificates.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between staff and children and assessed the impact this was having on children's well-being.

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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