

Inspection of Little Poppets Day Nursery

101 Fulbridge Road, Peterborough, Cambridgeshire PE1 3LD

Inspection date: 9 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children at this setting make good progress. Staff provide them with a language-rich environment where their communication skills and vocabulary are well supported. 'Snack and chat' is a unique time. Children enjoy their snack, while they sit in a circle. The children talk to each other and initiate conversations. Children talk about bicycles and helmets and staff talk about bicycle safety. All children join the conversation, sharing their experiences from home and enjoy listening to their peers. They develop language and social skills needed for the next stage of their learning.

Children behave well. They share toys and interact with each other. Children demonstrate strong friendships and look after each other. Children wave and say, 'good morning', and make sure that everyone is included.

Children are motivated and eager to learn. They join activities with excitement and have a positive attitude to learning. Children listen carefully to adults reading a story. They answer questions and are fully engaged in their learning. Children are independent. They have many opportunities throughout the day to develop these skills. Children put their coats and bags away, pour their own drinks and serve themselves lunch.

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

- Staff provide many resources for excellent home-learning opportunities. Children can choose a book to take home and share with parents. The manager also provides children and families with regular activities that link to what the children are currently learning. For example, the children are learning about autumn and collect autumnal resources from their gardens to share in the setting. Parents comment that these activities are enjoyable, and they appreciate being involved in their children's learning.
- Staff provide children with a well-sequenced curriculum. They appreciate the importance of children's well-being and prioritise this, along with personal and social skills. Some members of staff are very experienced and knowledgeable. Staff use their knowledge of child development to plan purposeful activities for the children. They track children's learning and progress and quickly identify any delays.
- Staff arrange the environment well to support children's language development. Children initiate conversations and staff provide activities that develop their communication skills further. However, staff do not consistently use skilful questioning techniques to encourage children's critical thinking. They sometimes answer their own questions before allowing children time to respond.
- Children have access to a large, exciting outdoor environment. They explore a

range of activities that they select independently. Staff promote children's self-confidence and self-esteem. They support children to take well supervised risks. For example, staff watch closely as children take a ladder and place it against a tree. Children check the ladder is sturdy and take turns climbing up.

- Staff promote children's mathematical development. They skilfully weave mathematical concepts and language into activities. For example, they discuss the sizes and shapes of the natural objects the children have collected. This helps children to develop their mathematical skills and prepares them for their next stage of learning.
- Children learn about the community and different people. They read a range of books and celebrate traditional events, such as Chinese New Year. This helps children develop respectful attitudes. However, staff do not fully explore opportunities for children to learn about the culture and heritage of those attending the setting. This means children's understanding of diversity in modern Britain is less developed.
- The manager has a high regard for the staff's well-being. She ensures the staff receive tailored support, dependant on their circumstances. All staff receive regular supervision, which is embedded in the setting's practice. Staff access regular online training.

Safeguarding

The arrangements for safeguarding are effective.

All staff have excellent safeguarding knowledge. They have a clear understanding of their roles and responsibilities. They know how to identify concerns when a child may be at risk of abuse. Staff have a good understanding of the 'Prevent' duty and wider safeguarding concerns, including county lines and female genital mutilation. The manager ensures staff understand how to report concerns. This means that staff do not need to rely on the manager and can escalate concerns when needed. There is a robust whistle-blowing procedure in place and all staff know how to contact the local authority's designated safeguarding officer if an allegation is made against a member of the team.

What does the setting need to do to improve?

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

- help staff develop effective questioning techniques to further enhance children's critical thinking and extend their learning to the highest level
- enhance opportunities for all children to celebrate their own cultural backgrounds, and learn about the people and cultures around them.

Setting details

Unique reference number	256781
Local authority	Peterborough
Inspection number	10234456
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	15
Number of children on roll	18
Name of registered person	Raucci, Sarah Louise
Registered person unique reference number	RP511425
Telephone number	01733 562430
Date of previous inspection	11 January 2017

Information about this early years setting

Little Poppets Day Nursery registered in 1995 and is situated in Peterborough. The nursery employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 8.30am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Vikki Reynolds

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Parents shared their views of the setting with the inspector.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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