

# Inspection of Little Poppets Nursery

Wharf Road, Ellesmere, Shropshire SY12 0EJ

---

Inspection date: 6 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### The provision is good

Children are central to the ethos of this nursery, and staff have high expectations for each child who attends. They are quick to settle into the routine of the day. Children play well with each other as they explore the age-appropriate resources. The outdoor environment provides an exciting space for children of all ages to investigate. They show independence and confidence as they access the variety of resources available. When the children start to lose focus, staff invite them to go on a 'bear hunt'. They follow staff around the play area, squealing with excitement. They tell their friends they have 'found a crocodile' and 'a big, bad bear'. This expands children's recall of stories and develops their social skills. Activities such as this also enables the children to use their physical skills and enjoy fresh air.

Children's behaviour is good as they play together, and they are kind to their friends. For example, when children are feeling sad, other children spontaneously go to them and invite them into their play. On the rare occasion children are not kind to each other, staff are consistent in their approach. They remind children of the rules and how to be caring to each other. Staff praise and encourage children throughout the day. Children learn to manage their own behaviour and understand how it affects others.

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

- Managers have a clear vision for the setting. They support staff, families and children to ensure their well-being. The manager and staff reflect on activities and events, to improve and enhance teaching skills. Staff undertake regular professional development opportunities. They ensure that information from courses integrates into the curriculum. This improves teaching and outcomes for children.
- Parent partnership is a key strength of the nursery. Parents are extremely complimentary about the setting. They say that it is 'magical' and feel their children are in 'safe and caring hands'. They receive daily information about their child's day through an online system. Staff take the time to talk to parents during drop-off and collection times. This ensures smooth transitions for the children.
- Children have opportunities and experiences outside the setting. They go to the library and choose books and visit the local park to feed the ducks and play on the large apparatus. They take money to the shops and buy resources for activities. Staff take children on the bus to the local theatre and museum. This broadens children's learning in different environments. Children gain knowledge of the world around them through meaningful experiences.
- Staff support younger children's and babies' emotional and care needs well. Staff collect information from parents to ensure they know children's routines. This

familiarity enables children to feel safe and secure. They quickly form attachments to their key person, who provides extra comfort and reassurance, if necessary.

- Children have a good attitude to learning. Overall, they make good progress, and teaching is good. Staff know the children well and provide activities that reflect children's interests. For example, some children demonstrate an interest in how ice forms. Staff engage the children into further learning by freezing water, showing children the ice and watching it melt. However, occasionally, staff know what children need to do next but they do not build upon existing learning well enough to support their individual progress.
- Overall, staff help children to develop good communication and language skills. Older children are confident speakers. They use language to work together, to problem solve and to socialise. Babies join circle time, and staff encourage anticipation and intrigue as they introduce animals and their sounds. However, although staff provide children with a narrative as they play, they do not focus on key words during interactions. As a result, children do not get opportunities to hear words clearly and repeat them. This impacts on the children's language development.
- Children with special educational needs and/or disabilities (SEND) are well supported. Staff have undertaken additional training to support children with SEND. They have successfully implemented this into the provision to support children's outcomes. Staff liaise with outside agencies to fully support children and ensure they reach their full potential.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of safeguarding. They understand the signs and symptoms of abuse and who to refer this to if they feel a child might be at risk of harm. They understand the procedures to take if there was an allegation made about a member of staff. The strong recruitment procedures ensure that staff are vetted. Ratios are well maintained, and staff deployment is appropriate. The setting and resources are clean and well maintained. Staff carry out daily risk assessments to ensure the premises are safe and secure.

## 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 understanding of how to support communication and language development, to enable them to broaden the range of words used and introduce new words to children
- support staff to plan more precisely and build on children's existing learning and next steps, to help them make even better progress.

## Setting details

<b>Unique reference number</b>	EY467698
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10263121
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	33
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Rutter, Louise Anne
<b>Registered person unique reference number</b>	RP515359
<b>Telephone number</b>	01691 622 922
<b>Date of previous inspection</b>	20 April 2017

## Information about this early years setting

Little Poppets Nursery registered in 2013. The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The nursery is open five days a week, from 7.30am until 6pm, all year round, except for bank holidays and a week at Christmas. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Sue Smith

## 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 manager and has taken that into account in their evaluation of the provider.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- 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 inspector carried out joint observations of group activities with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- 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.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023