

Inspection of Poppy Fields

West Street Childrens Centre, West Street, SCUNTHORPE, South Humberside DN15 6HS

Inspection date: 5 January 2023

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 are happy and settled at this nurturing setting. Staff greet children at the door with a smile. Children excitedly enter the setting, keen to see their friends and play with the variety of resources on offer. Children quickly become engaged in the activities provided. They laugh and giggle with each other as they engage in play.

Staff offer children experiences to help them to learn about the world around them. For example, children visit the theatre, farm, the post office and a Polish bakery, where they help to make bread. People from different professions are invited into the setting to speak with children. For example, children have recently had a visit from a police officer and a dentist. Children are confident communicators and talk with the inspector about their many 'adventures'.

Children have strong bonds with staff. They actively seek staff out to share ideas and/or ask for support. Staff know children well and plan a range of stimulating activities to support children's individual interests. For example, children are given the opportunity to 'bake' in the mud kitchen to extend their growing interest in cooking. Children explore the indoor and outdoor learning environments independently. They put on their own coats and wellingtons before heading outdoors.

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

- Staff find out what children know and can already do before they begin attending the setting. This information is used to plan a purposeful programme of activities that supports children's interests and next steps in learning. As a result, all children, including those from disadvantaged backgrounds, do well.
- Children with special educational needs and/or disabilities (SEND) are supported well. The knowledgeable special educational needs coordinator works in partnership with a variety of multi-agency professionals to ensure that children with SEND access an ambitious programme of activities that meet their needs. Children with SEND make good progress from their starting points in learning.
- Most staff model language well. Children enjoy listening to a variety of stories, that staff read with enthusiasm. However, occasionally, staff do not ensure that their own speaking of English enables children to hear and develop their own language and vocabulary well.
- Staff teach children to take appropriate risks and challenges as they play indoors and outdoors. For example, children use a hammer and nails to connect shapes together. Staff remind children how to use the equipment safely. Children listen and respond to instructions well. Staff provide children with a healthy diet and ensure that children have the opportunity to be physically active each day.
- Leaders and staff have high expectations for children's behaviour and conduct.

Children are beginning to manage their own feelings and behaviour. Staff support this by offering lots of positive reinforcement. However, children who are struggling to manage their feelings and behaviour are not supported consistently across the setting. This does not support children to develop a sense of right and wrong.

- There is a robust recruitment and induction process in place. Staff feel well supported. Leaders monitor practice and staff attend frequent training to ensure that the standard of education remains high. The setting works in partnership with the local authority's early years team, who attend the setting frequently to offer any support required.
- Partnership with parents is strong. Parents are happy with the care and education that their children receive. They comment on their children's progress, and how their language in particular has improved since starting at the setting. Parents are happy with the communication which they receive from staff through an electronic app. They are kept well informed about their child's progress and next steps in development.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff are well trained in safeguarding matters. Leaders and staff have a good understanding of how to protect children from harm. They can recognise the different types of abuse and the signs and symptoms that may indicate that a child is at risk. Leaders know the action to take should an allegation be made against a staff member and who to contact in such an event. Staff undertake safeguarding training to ensure that their knowledge is up to date. Leaders follow robust recruitment procedures to ensure the suitability of all staff. Effective systems are in place to make sure that unauthorised people cannot enter the premises.

What does the setting need to do to improve?

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

- use language appropriately so that children learn the correct pronunciation of words
- provide a more consistent approach to managing children's behaviour, so that expectations are clear to children and their behaviour is managed effectively.

Setting details

Unique reference number	EY392296
Local authority	North Lincolnshire
Inspection number	10263220
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	3 to 3
Total number of places	52
Number of children on roll	47
Name of registered person	North Lincolnshire Council
Registered person unique reference number	RP526889
Telephone number	07881311732
Date of previous inspection	25 April 2017

Information about this early years setting

Poppy Fields registered in 2009 and is located in Scunthorpe. The nursery employs five members of childcare staff. Of these, three hold an appropriate early years qualification at level 3 and one at level 6. The nursery opens from Monday to Friday, during term time only. Sessions are from 9am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Yvette Brown

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 deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed 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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