

Inspection of Poppies Daycare Nursery Ltd

Aspire Business Centre, Ordnance Road, Tidworth, Wiltshire SP9 7QD

Inspection date: 3 February 2023

Overall effectiveness	Outstanding
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The quality of education	Outstanding
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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Leadership and management	Outstanding
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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 outstanding

Highly skilled staff encourage children's excellent behaviour across all age ranges. Older children are exceptionally polite and respectful towards others. They are very considerate and independently share resources. For example, a child asks, 'Please can I have the hammer?' and another child replies, 'yes, mind your fingers'. At snack time, without needing a reminder from staff, younger children say 'thank you' when a friend distributes cups. Children know to tuck in their chairs when they have finished at the table to contribute towards a safe environment. Staff know the children remarkably well and are intuitive and attentive to their needs. Children feel safe and thrive from these extremely strong attachments.

All children benefit from the especially ambitious curriculum and staff's high expectations. Staff rapidly identify and thoroughly support children who may need additional support to achieve. For example, non-verbal children receive targeted input in their communication through the use of sign language and picture cards. Management works closely with outside agencies and organises training to ensure staff have detailed knowledge on relevant special educational needs and disabilities (SEND). As a result, all children, including those with SEND, are happy and make excellent progress in their learning. They gain an abundance of skills, which aid them for their next stage in learning.

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

- Management is highly effective. They successfully use their extensive child development knowledge to bring about changes for children. Since the COVID-19 pandemic, they have seen a dip in children's communication and language development. To address this, they have worked with staff to provide highly focused small-group activities, aimed at boosting areas such as understanding and attention across all ages of children. This has resulted in older children becoming excellent communicators and using a wide vocabulary, proudly answering questions and confidently engaging in discussions. Gaps in children's communication and language have closed rapidly.
- There is a strong emphasis placed on developing children's independence. Older children care for their belongings, sorting them onto the correct pegs. Staff expertly nurture independence from an early age. For example, young children learn to drink from open cups, use jugs to pour drinks and spread butter on their toast. They show a great sense of pride at their achievements. Children develop essential skills that prepare them very well for their next stage in learning.
- Staff and management strive to improve practice and provision. They successfully work together to be reflective, through regular professional discussions and room observations. Management provides excellent well-targeted training opportunities that influence staff teaching exceptionally well.

For example, following a recent team-building exercise and training, staff made changes to their learning environments. They relished creating spaces that are exceptionally calm, comfortable and relaxing through sourcing soft furnishings, household furniture and soft lighting. As a result, children are very settled and focused on their play. They are very emotionally secure and develop an excellent sense of well-being and friendship.

- Management provides exceptional support to staff. They prioritise staff well-being, are considerate of their workload and are flexible to their needs. High staff morale and excellent teamwork demonstrated by staff positively impacts on children. Children demonstrate great enthusiasm for their learning.
- Staff teach children about celebrating their differences and ensure they feel valued. There are a high number of military families at the nursery. Staff take children to the local cenotaph and join the community in commemorating historic events. They read and discuss stories about people's differences and support children to create their own family trees. This helps children learn about being inclusive and respectful of others. Children develop an excellent sense of belonging.
- Staff work very closely with parents. They communicate daily to ensure children's care is consistent with their home routines. Military families that have limited extended family in the community were particularly enthusiastic about the setting, stating management and staff 'go above and beyond' to support them. For example, parents state how staff share their professional knowledge on child development and behaviour management. Parents describe how this makes them feel like the nursery is 'extended family'.

Safeguarding

The arrangements for safeguarding are effective.

Management uses an effective recruitment process to assess staff suitability to work with children. Staff support children to manage safe risks, such as carefully using hammers for woodwork. Staff carry out thorough risk assessments to ensure children can play and learn safely. Management ensures staff's knowledge and understanding of safeguarding is up to date. If concerned about a child, staff know what to do and how to escalate concerns. Staff use an effective security system to ensure the nursery is secure. Management has effective practices in place to care for children who may have allergies or intolerances.

Setting details

Unique reference number	EY364714
Local authority	Wiltshire
Inspection number	10264809
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	0 to 4
Total number of places	68
Number of children on roll	47
Name of registered person	Poppies Daycare Nursery Ltd
Registered person unique reference number	RP527456
Telephone number	01980 846 699
Date of previous inspection	27 June 2017

Information about this early years setting

Poppies Daycare Nursery registered in 2007 and is located in Tidworth, Wiltshire. The nursery employs 20 members of childcare staff. Of these, 16 hold appropriate early years qualifications between level 2 and level 4. One member of staff holds early years professional status. The nursery opens Monday to Friday, from 7.30am until 5.30pm, throughout the year. It receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Catherine Parker-Johns

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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- 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 the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.

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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