

# Inspection of Poppyfields Kindergarten

Crestwood Park Primary School, Lapwood Avenue, KINGSWINFORD, West Midlands  
DY6 8RP

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Inspection date: 6 February 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Good

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

### **The provision is good**

Children and their parents are warmly greeted by the caring staff team. Children are happy and enthusiastically engage in activities as they arrive at nursery. Staff get to know the children very well and find out about their interests. For example, children are interested in pirates. Staff plan opportunities for children to explore resources, such as maps, compasses, jewels and dressing-up clothes. Children wear the pirate costumes and say that their name is 'Blackbeard'. They engage in creative, imaginative play with their friends.

Children behave well in this nursery. Staff respond promptly to any unkind behaviour. For example, they encourage discussions about feelings and skilfully distract children to divert their attention. For example, when a child gets upset in the sandpit, a staff member addresses the problem and then involves children in a treasure hunt in the sand.

Children learn self-help skills that promote their independence because staff have high expectations of what children can do for themselves. Children get the table ready for mealtimes with glasses, crockery, cutlery and napkins. Children have good manners and say how they do not put their elbows on the table.

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

- The manager and staff provide a rich and varied curriculum that builds on children's interests. For instance, the staff help children to develop a sense of responsibility and how to care for animals. Children enjoy cleaning and feeding their giant African land snail. Children know that the snail's favourite food is cucumber and that it is feeling happy because they are looking after it.
- Staff use their observations and assessments of children's achievements to plan well for their learning. However, they do not recognise all opportunities that arise to adapt their teaching to fully extend children's knowledge and build on what they already know and can do.
- Children with special educational needs and/or disabilities are well supported. Staff create individual plans for children and support families with strategies to encourage children's development at home. The manager works with families to apply for education, health and care plans, and to signpost families to other agencies for additional support. The manager uses additional funding appropriately to enrich children's experiences.
- Children learn about living healthy lifestyles. They eat healthy snacks and drink milk or water at mealtimes. Children bring well-balanced packed lunches from home. Children know that they must collect a pot from a basket to pour some of their crisps into. This helps to teach children about portion control. Children take part in physical activities. They balance carefully on tyres as they walk over them

and ride on tricycles. Children learn to take turns on this equipment and use a sand timer to help them to know when it is their turn.

- Parents speak highly of the nursery. They are invited into the nursery weekly to choose books with their child in the library. This encourages a love of books as they share stories at home. The manager takes account of parents' views through a questionnaire. Following a parent's request for more discussion about their child's development, staff now offer a weekly drop in for parents to meet with their child's key person. This helps parents to find out what staff are doing to support their children. They say how they feel cared for as parents.
- The manager has good supervision systems in place. She offers staff additional training to enhance their understanding of child development. For example, all staff have training about how children learn in different ways. As a team, the staff and manager discuss what is working well and evaluate areas for improvement. For instance, they make changes to the layout of the room to encourage better engagement from children. This has also had a positive impact on children's communication and language development.
- The manager and staff offer a nurturing settling-in process. They visit the children in their home and build initial relationships with the child and their family. The effective key-person system is designed so that children are linked to the person that they develop secure attachments to. This helps to support children's emotional well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their roles and responsibilities in safeguarding children. They know the possible signs and symptoms of abuse and how to report their concerns. The designated safeguarding lead regularly updates her safeguarding knowledge and checks staff understanding during staff meetings. The manager routinely reviews the ongoing suitability of staff to help keep children safe. She follows robust recruitment processes to check that staff are suitable to work with children. Staff carry out routine risk assessments and ensure that all areas used by children are safe.

## **What does the setting need to do to improve?**

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

- support the staff to recognise when they need to adapt their teaching so they can maximise opportunities to extend children's play and learning.

## Setting details

<b>Unique reference number</b>	EY332195
<b>Local authority</b>	Dudley
<b>Inspection number</b>	10264730
<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>	2 to 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	76
<b>Name of registered person</b>	Poppyfields Daycare Partnership
<b>Registered person unique reference number</b>	RP526170
<b>Telephone number</b>	01384 812526
<b>Date of previous inspection</b>	23 June 2017

## Information about this early years setting

Poppyfields Kindergarten registered in 2006. It is managed by a private partnership. The kindergarten opens from Monday to Friday, during term time. Sessions are from 7.30am to 5.30pm Monday to Thursday, and 7.30am to 4.30pm on a Friday. The holiday club operates from 7.30am to 5.30pm during school holidays for children aged three to 11 years. The kindergarten provides funded early education for two-, three- and four-year-old children. The kindergarten employs five members of childcare staff. Of these, one holds a qualification at level 6 in early years and the others hold a qualification at level 3.

## Information about this inspection

**Inspector**  
Ali Myers

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 manager and the inspector carried out a joint observation during lunchtime.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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