

Inspection of Merry Poppets Nursery Ltd

15 The Avenue, Flitwick, BEDFORD MK45 1BP

Inspection date: 7 March 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 thoroughly enjoy attending this nursery. They arrive confidently, settling quickly in play and activities of their choosing. Staff get to know children well from the start. They adapt the environment to ensure it is welcoming to all. Children build strong bonds with staff. They demonstrate that they feel safe and secure. For example, they confidently share with staff what they have done at home. Babies are well settled and keen to explore.

Staff show respect towards children and encourage them to make choices. This helps children to feel valued and build good levels of self-esteem. Staff seek children's consent before changing nappies or helping to wipe their noses. Children have time to explore to their satisfaction, such as when they look for plastic insects in mud. Children listen to staff and follow simple instructions. Staff help children to learn about their emotions and acknowledge how they feel. Children are building the vocabulary they need to express their needs and wants. This helps them to consider the needs of their friends as they learn to share and take turns. Staff read stories and sing songs with children throughout the day. They understand that repetition helps children to learn. However, sometimes, staff do not demonstrate high ambition for children to broaden their vocabulary widely.

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

- Leaders have established a clear curriculum designed to help children learn and develop over time. They plan well to help children gain the key skills and knowledge they need to support their eventual move to school and for life in modern Britain.
- Staff working with babies receive specific training that helps them understand how babies learn and develop. They ensure that babies' needs are promptly met. Staff ensure that babies have plenty of opportunities to practise their growing physical skills, both indoors and outdoors. They ensure that the environment is safe and free from hazards. Staff talk gently to babies, who respond with broad smiles and gurgles as they learn about turn taking during conversations.
- From the start, staff give babies and children plenty of opportunities to practise skills to build their independence. Children learn to use cutlery at mealtimes and how to put on their coats and shoes. They learn about healthy foods and build good hygiene routines.
- Staff work well with parents and other professionals to support children with special educational needs and/or disabilities. They attend training to further their knowledge and skills. Staff implement targeted interventions well to help children make progress. Parents state that the information they receive helps them to follow strategies at home. This helps their child benefit from consistency

in learning.

- Leaders are committed to continually improving their practice. They are reflective in practice and seek staff views to help improve experiences for children, as well as to ensure that staff workloads are manageable. Leaders value their staff and have introduced a range of measures to support staff well-being. Staff say that they feel well supported to fulfil their roles and that they enjoy working at the nursery.
- Parents are positive about the nursery and staff. They state that their children enjoy coming to nursery. Parents add that they feel well informed about their child's day and what they are learning. They know how to support their ongoing learning at home. Parents say that they notice the progress their children make in their self-confidence.
- Sometimes, staff do not use what they know about child development to help them tailor learning experiences to each child's individual level and needs. For example, staff tend to use everyday language with children. They do not always help them to build a wide vocabulary so that the development of their spoken language firmly underpins all seven areas of learning. On occasion, activities include too many resources that detract from the learning intention. For example, staff working with toddlers do not always consider how their stage of development affects their attention skills and ability to focus on more than one new skill.
- Although children have regular daily opportunities to play outside, this tends to focus on physical play. Children who are curious about the natural world have fewer meaningful opportunities to explore and experience nature.

Safeguarding

The arrangements for safeguarding are effective.

The provider ensures that staff receive regular training and updates about safeguarding and child protection. Safeguarding children is central to all aspects of staff practice. Staff identify possible indicators of child abuse and neglect. They know the local safeguarding board processes to follow should they have a concern about a child's welfare or an adult working with children. The provider implements robust recruitment processes that help to assure the suitability of adults working with children. Staff regularly discuss wider safeguarding concerns and check their knowledge during one-to-one meetings with the manager and during staff meetings.

What does the setting need to do to improve?

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

- help staff deepen their understanding of typical child development and use this to extend children's learning to the highest level

- broaden opportunities for children to explore the natural world.

Setting details

Unique reference number	EY463599
Local authority	Central Bedfordshire
Inspection number	10276632
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	0 to 4
Total number of places	65
Number of children on roll	63
Name of registered person	Merry Poppets Nursery Limited
Registered person unique reference number	RP527580
Telephone number	01525 715595
Date of previous inspection	25 July 2017

Information about this early years setting

Merry Poppets Nursery Ltd registered in 2013. The nursery opens from 7am until 6pm, Monday to Friday, all year round, except for bank holidays. The nursery employs 20 staff, of whom 11 hold appropriate early years qualifications at level 3 and above, including two staff at level 6. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Gail Warnes

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 their children to learn.
- 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 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.
- The inspector spoke to several parents during the inspection and took account of their views.

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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