

Inspection of Poppets Day Nursery

Unit 10 Fyfield Business And Research Park, Fyfield Road, Ongar CM5 0GN

Inspection date: 9 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and engaged. They leave their parents and carers with ease and settle quickly at activities that interest them. Children explore their environment with confidence and demonstrate their love of reading. For example, older children sit together and look at books. They talk about the stories and refer to their 'favourites'.

Children have strong relationships with their peers. During mealtimes, children sit together with staff and chat happily to one another. They show high levels of independence as they serve their meals and remind each other to cut up their food. Staff tell children they are doing an 'excellent job', which promotes their self-esteem and confidence. Staff capture children's attention. For example, young children explore soil. As they dig and feel the texture, they smile happily as staff interact and extend their learning.

Children build close bonds and attachments with staff. Young babies cuddle up closely to their key person and show that they feel safe. Children demonstrate awareness of expected behaviours. They are kind and considerate to each other. Children share and take turns, with gentle reminders offered by staff. The staff are good role models. They speak nicely to each other and demonstrate close working relationships. This has a positive impact on children's behaviour and attitudes.

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

- The manager has made positive changes to the nursery since the last inspection. The rooms that the children use have been rearranged and reorganised. This has resulted in the nursery being a calm and creative space, with effective staff deployment. Staff understand the curriculum. They focus on the learning and development of all children, taking into account children's individual starting points, to plan for their next steps and close potential gaps.
- Children learn about their safety and the safety of others. For example, staff use spontaneous opportunities to remind children about the importance of using knives appropriately as they cut and peel different fruits. This is reiterated at mealtimes and enhances children's understanding of how to use tools safely.
- Children's communication and language development is promoted. Staff consistently introduce new words during discussions, stories and play, ensuring that children hear a wide range of words. However, on occasions, staff make up words during their interactions with children. For example, they call children 'bubba' and talk about them eating their 'crispies' at lunchtime. This does not support children in formulating correctly pronounced words.
- The outdoor environments are organised to excite and engage children. Dressed appropriately, children can go out in all weathers. Older children thrive as they

take part in yoga sessions. They listen and join in attentively as they practise their breathing and move their bodies. However, there are less frequent opportunities for younger children to explore the outdoor areas or be active.

- The key-person system is effective. Staff know their children well. A consistently strong staff team promotes close relationships between staff and children. This has a positive impact on children's personal, social and emotional development. There are clear targets and plans in place to support children with special educational needs and/or disabilities. Staff are clear about their role and responsibilities to support learning and promote the inclusion of all children.
- Partnerships with parents are good. Parents know about what their children are involved in at nursery. Daily communication is promoted and ongoing discussion supports parents to extend children's learning at home. A relatively new 'lending library' is having a positive impact on children and parents. Children and parents choose books that they then take home to enjoy together. In addition, children bring books from home to share with other children. This promotes children's speech and language development and enhances their interest in stories and reading.
- The on-site nursery chef ensures that children eat a range of good-quality, healthy and nutritious meals and snacks. The chef and staff team are aware of, and meet, children's individual dietary needs. The chef speaks to parents to get a good understanding of children's individual requirements, and all adults take appropriate precautions when serving and handling food. This helps to promote children's health and safety.
- Staff talk positively about their relationships with the management team. They feel extremely supported, with appropriate supervisions, and have good opportunities to develop their interests and continuous professional development. This has a positive impact on their daily roles and well-being.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team demonstrate a strong understanding of how to keep children safe. Staff take responsibility for keeping up to date with safeguarding training. They are consistently encouraged by the management team to develop their knowledge. For example, quizzes, scenarios and ongoing discussions support staff's understanding of what to do if concerns arise about children or adults. Staff are very clear about what may indicate that a child may be at risk of harm. They know the procedures to follow if they have concerns, or if their concerns are not addressed. Staff know to respond in a timely manner. This helps to keep children safe.

What does the setting need to do to improve?

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

- support staff to develop consistency when modelling language, to help young children to hear and use the correct pronunciation of words
- enhance opportunities for the youngest children to enjoy physically active play, both indoors and outdoors.

Setting details

Unique reference number	EY482482
Local authority	Essex
Inspection number	10237131
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	68
Number of children on roll	62
Name of registered person	Poppets Day Nurseries
Registered person unique reference number	RP534059
Telephone number	01277 365488
Date of previous inspection	16 March 2022

Information about this early years setting

Poppets Day Nursery registered in 2014. The nursery employs 14 members of childcare staff, 10 of whom hold appropriate early years qualifications at level 2 and above. It opens Monday to Friday, from 7.30am until 6pm, for 51 weeks of the year. The nursery provides funded early education for children aged two, three and four years. The nursery follows the curiosity approach.

Information about this inspection

Inspector

Jo Rowley

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector held a learning discussion together to understand how the curriculum is organised. Staff interactions were observed during adult-led activities. The inspector reviewed these interactions with the manager.
- The inspector spoke with children throughout the inspection. Children were happy to share their experiences with the inspector as they took part in activities.
- The inspector reviewed a sample of the provider's documentation, including staff suitability records.
- The inspector spoke to a number of parents during the inspection and took into account their views and feedback.

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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