

# Inspection of Poppin's Day Care

St. Pauls Church, Devon Square, Newton Abbot TQ12 2HN

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Inspection date:

15 March 2023

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

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

### **The provision requires improvement**

Children arrive happily and are welcomed by kind, caring staff. Babies smile as they receive lots of cuddles from their key person, which supports their emotional well-being. All children show they feel safe and secure as they quickly settle into the routines of the day. Children behave well. They are kind and respectful to each other as they play.

Some children confidently paint and use scissors to cut resources, to make models from recyclable materials. They proudly share their creations with staff, who praise them. Children enjoy the activities that are on offer. However, staff do not place enough focus on developing children's knowledge and skills beyond what they can already do. As a result, children do not encounter challenges from activities to extend their learning further.

Some children make independent choices of what they wish to play with. For example, they use rollers and cutters to make 'pancakes' from dough. Some staff interact with children as they play alongside them. However, the quality of teaching is inconsistent. Not all children experience the same level of interaction. At times, quieter children explore the setting with little guidance from the staff. Children are making some progress but they are not making consistently good levels of progress in their learning.

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

- Children develop their imagination during play. They form special friendships with each other. Children group chairs together and pretend they are on an aeroplane going to the beach. They laugh and giggle and share toys and equipment well. For example, they take turns to sit in the 'big' chair as the pilot.
- Leaders and staff know the children well. Staff can identify some next steps in children's learning. However, leaders do not ensure the curriculum is planned effectively. Leaders and staff do not have a clear learning intention for activities. Consequently, staff do not challenge and engage children effectively in learning, and some children lose interest and wander away from activities. Therefore, children are not developing their skills consistently and are not developing a positive attitude to learning.
- Staff support all children to live a healthy lifestyle. Children develop their physical skills well. They have daily access to fresh air and exercise. Leaders provide healthy nutritious meals and snacks. Children learn the importance of hygiene routines. They learn how to brush their teeth after mealtimes. This promotes their understanding of good oral hygiene and supports their overall health.
- Generally, some staff interact well with children. They read stories to children

and talk to them as they play. However, staff do not engage children in rich, meaningful discussions to build on their language development. Nevertheless, staff are effective in responding promptly to babies' needs, although some staff allow babies to use dummies for much of the session, despite not needing them for comfort. This limits babies' opportunities to babble, which has an impact on their emerging communication skills. Therefore, not all children are making progress in their communication and language development.

- Children access, explore and investigate a range of creative opportunities. For example, older children explore sand and water play. Babies enjoy exploring the texture of cereal in the 'messy' tray. They develop their curiosity as they squeeze it in their hands and watch it fall between their fingers as they let it go again.
- Leaders offer staff some opportunities to continue their professional development. Staff complete mandatory training, such as first aid and safeguarding. This enables staff to maintain the safety and welfare of children. However, leaders do not support and coach staff effectively to strengthen staff practice. Some children play alone for periods of time without any adult interaction or support. Therefore, the quality of education that children receive is not constantly good.
- Overall, children with special educational needs and/or disabilities (SEND) have access to an inclusive learning environment. They participate in one-to-one activities with the special educational needs coordinator (SENCo). This supports children with SEND to develop their skills. However, at times during play, some children who would benefit from additional support are not engaged effectively in activities. Therefore, they do not make the best possible progress in their learning and development.
- Partnerships with parents are positive. Parents say that children have developed strong bonds with their key person. They say that staff are 'amazing' and 'lovely' and share regular updates on their children's progress.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their role and responsibilities to keep children safe. They complete regular training to keep their safeguarding knowledge up to date. This ensures they remain alert to the signs and symptoms that may indicate a child at risk of harm or abuse. Leaders and staff have a secure understanding of the policies and procedure to follow for reporting concerns about children's welfare. Leaders have secure recruitment procedures to ensure all staff are suitable to work with children. Leaders and staff complete daily risk assessments within the setting to ensure the environment is safe for children to use.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
improve the planning of the curriculum to ensure there is a clear learning intent that challenges children and engages them more effectively in learning	14/04/2023
improve the support and coaching for staff to raise the quality of education to a consistently good standard, to meet every child's individual learning needs	14/04/2023
ensure that all children receive effective support to develop their communication and language skills.	14/04/2023

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

- strengthen the support for children with additional needs, ensuring they are well engaged as they play and their overall development progresses further.

## Setting details

<b>Unique reference number</b>	2616687
<b>Local authority</b>	Devon
<b>Inspection number</b>	10264464
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Poppin's Day Nursery
<b>Registered person unique reference number</b>	2616686
<b>Telephone number</b>	07792925245
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Poppin's Day Care registered in December 2020. It operates from St Paul's Church in Newton Abbot, Devon. The setting offers care from 8am to 6pm, Monday to Friday, all year round, except for bank holidays and one week at Christmas. The setting employs 11 members of childcare staff. Of these, nine hold early years qualifications between levels 2 and 6. The setting receives funding for the provision of free early years education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Hannah Williamson

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The leaders 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 SENCo spoke to the inspector about how they support children with SEND.
- The inspector carried out joint observations of group activities with the leaders.
- Parents shared their views on the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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