

Inspection of Poplar tots childcare

Unit 2 30 High Street, Earl Shilton, Leicester, Leicestershire LE9 7DG

Inspection date: 23 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive happily and confidently, they hang up their bags independently. They eagerly explore the attractive environment. While outside, children confidently climb, balance and jump using their core strength as they explore the outside area safely. They use planks and crates as an obstacle course. Children are encouraged to take managed risks as they climb and jump from the crates. They then use their imagination as they make a rocket. They say they are flying to the moon and talk about the planets.

Children enjoy exploring the natural world and use magnifying glasses to look closely at a bug that they find. They use information that they have previously learned about animals and say, 'maybe it is hibernating'. Children listen carefully while staff talk about hibernation and what living things need. Children enjoy playing with water, they fill and pour from containers, and they learn how water moves. Children decide to pour water into a bun tray. Staff support them to count to four as they fill each hole in turn. They say, 'and one more is?' and children shout, 'five'. While they play, children manage their feelings well. For instance, when two children want to use the same container, they decide to share it to water the plants. They then work together to refill the container. They take pride in their work.

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

- Staff report being well supported by the manager. They have one-to-one meetings, where practice and training are discussed. Some staff requested professional development to improve the support that they give to children, to manage their own feelings. They accessed relevant training and put strategies in place. Staff now feel more confident to support children's personal, social, and emotional development. Children are learning to manage their feelings, share with their friends and ask for help.
- The nursery is an inclusive setting for children with special educational needs and/or disabilities. Staff work with other professionals to ensure that appropriate support plans are in place. This means that children access learning that is relevant and make good progress.
- Staff know children's interests well and use this information to promote learning. When children show that they are interested in building, staff teach them different ways to create a den. Staff provide a variety of resources and support children to problem solve, as they find the best way to make their own den. When children enjoy playing with cars, staff help them to make a ramp and test how far the cars travel.
- Staff gather important information about each child, which helps them to know the children well. Overall, staff support the ongoing development for each

individual child well. However, they do not always build on what children already know and can do, so that learning is sequenced.

- Staff promote children's communication and language development well. Staff talk to children about the activities that they are involved in. They share books and sing songs with children every day. Staff identify those children who need extra support with communication and language. They implement specific small group activities to support these children to practise their communication skills.
- Staff's interactions with children, on the whole, are sensitive and supportive. Babies go to staff for cuddles and older children hold their hands when needing reassurance. Staff help children to take part in activities and extend their learning. However, at times they do not notice quieter children. This means that occasionally children's learning is not fully supported.
- Staff support children to develop the knowledge and skills that they need, so that they benefit from what school has to offer. Children independently wash their hands, cut up fruit and put on their shoes and coats. Staff work with teachers from the local schools and professionals to ensure that there is a smooth transition.
- Staff promote a healthy lifestyle. For example, parents are encouraged to provide healthy food and snacks. Every day, children exercise outdoors, supporting their developing physical strength. Children learn about the importance of oral hygiene and parents are encouraged to take their children to the dentist.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to keep children safe. They have sufficient knowledge of how to identify and manage concerns about a child. Staff understand signs that may suggest a child is at risk of abuse. They know the policies and procedures to follow to ensure any such matters are addressed in a timely manner. Staff know how to report safeguarding concerns or allegations made against adults and to whom they must report these concerns. They implement risk assessments to ensure the building is safe and secure. Staff regularly practise the fire evacuation procedure.

What does the setting need to do to improve?

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

- consistently build on what children know and can do to extend learning further
- improve interactions with quieter children during activities to support their learning.

Setting details

Unique reference number	2618646
Local authority	Leicestershire
Inspection number	10264513
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	30
Number of children on roll	37
Name of registered person	Poplar Tot's Childcare Ltd
Registered person unique reference number	2618644
Telephone number	07891182150
Date of previous inspection	Not applicable

Information about this early years setting

Poplar tots childcare registered in 2020. It operates in Earl Shilton, Leicester, Leicestershire. The nursery employs seven members of childcare staff. Of these, five hold an early years qualification at level 3, one holds an early years qualification at level 2 and one is unqualified. The childcare opens from Monday to Friday all year round, except for one week at Christmas and all bank holidays. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Butters

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the manager and has taken that into account in their evaluation of the provider.
- 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 and assessed the impact that this was having on children's learning.
- The manager carried out a joint observation of a group activity with the inspector.
- The inspector spoke to 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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