

# Inspection of Poppits Day Nursery

Putney Leisure Centre, Dryburgh Road, London SW15 1BL

---

Inspection date: 26 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Inadequate
--	------------

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

### **The provision is good**

Children thoroughly enjoy their time at this good-quality nursery. Older children find their friends and very young children seek out a key person to help them to settle very quickly. Children demonstrate that they feel safe and emotionally secure.

Children's good health and healthy habits are promoted very well. For example, children have plenty of fresh air and physical exercise. They thoroughly enjoy nutritional, healthy snacks and meals, and learn about the benefits of eating healthily and oral hygiene.

Children have very positive attitudes to their learning and play and they behave very well. Children show high levels of curiosity and resilience as they keenly explore a mud kitchen, outdoors. Children recognise minibeasts and the names of flowers, such as 'bluebells', 'centipedes' and 'wood lice'. They find sticks to make marks in mud and giggle when they jump in muddy puddles.

Children benefit from extra-curricular opportunities to help to enhance the experiences available to them. For example, children gain confidence during regular swimming sessions. They learn about people who help us, such as when they recently visited a local fire station. This also helps to promote children's sense of self within the local community.

Children's uniqueness, individual needs and interests are always considered. They learn about each other's diverse backgrounds. For example, children enthusiastically dress up in cultural costumes, cook and share cultural food from home, such as pizza and flat, spongy bread.

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

- Leaders have worked hard to improve practice and provision since the last inspection. They lead with passion and determination. Improvement plans are accurate and leaders have successfully addressed all previous actions raised.
- Leaders engage effectively with external professionals, such as health visitors and the local authority early years team. They have a clear vision for achieving the best outcomes for all children.
- Staff access a wide range of training to improve their knowledge and skills and enhance the teaching of the curriculum. For example, following recent training staff say they have developed their good teaching skills and identified more behaviour management techniques, such as to recognise why some children may behave in certain ways.
- Newly recruited staff receive an induction to help them to understand their role

and responsibilities. For example, they know how to respond in an emergency and who to raise their concerns to about a child's welfare. Furthermore, leaders follow safe recruitment procedures to ensure all staff who work directly with children are suitable.

- Staff demonstrate secure understanding of the curriculum they teach, tailored to meet children's needs and interest. They have good knowledge of child development, and the way children learn best. This means children are supported extremely well and make good progress in their learning and development. Children are well prepared for the next stages in their learning and when they move on to school.
- Staff show good teaching skills to help to challenge and extend children's learning. For example, staff use descriptive words, such as 'spiky' and 'bumpy' to help to develop children's vocabulary and use mathematical language alongside children's play. However, staff do not always give children the time they need to respond to questions asked to help to develop children's thinking and language skills.
- Staff successfully help to promote children's love of books, stories and early reading skills. For example, children hold furry tiger fabric and toy tigers while staff read a story about a tiger who comes to tea. Children listen keenly and remember parts of the story. They 'roar' loudly with great enthusiasm.
- Babies and very young children grow in confidence. Staff provide them with choices and opportunities to support young children's independence, so they eagerly crawl, cruise furniture and toddle. Relationships between key staff and babies are caring, sensitive and responsive to help to promote personal, social and emotional development to a high level.
- Overall, staff support children to know what is happening next and making transitions in routine. However, occasionally staff do not effectively organise some transition times, particularly when it is time for children to come indoors.
- Parents speak highly of staff and leaders and the progress children make over time, such as social skills and imaginary play. They describe the nursery as 'wonderful'.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have sound knowledge of their safeguarding responsibilities. Staff know who to raise their safeguarding concerns to, such as the nursery designated safeguarding lead as well external agencies to help to keep children safe and from harm. The manager has accessed detailed safeguarding training to develop her knowledge to a high level. Staff are deployed effectively. They are vigilant and supervise children well to maintain their safety. Robust risk assessments and daily checks are completed to ensure that all risks to children are identified quickly, minimised and removed.

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

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

- provide children with enough time to think about and respond to the questions they are asked
- enhance support to children during periods of transition, particularly during times of outdoor play.

## Setting details

<b>Unique reference number</b>	EY398368
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10269752
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Symes, Brenda Helen
<b>Registered person unique reference number</b>	RP515244
<b>Telephone number</b>	07958331414
<b>Date of previous inspection</b>	25 October 2022

## Information about this early years setting

Poppits Day Nursery registered in 2009. It is located in the London Borough of Wandsworth. The nursery employs 11 staff members, of whom seven hold relevant early years qualifications from level 2 to level 5. The nursery is open from 8am to 6pm, Monday to Friday, for most of the year. The nursery is in receipt of funding for the provision of free early education for children aged three and four years.

## Information about this inspection

### Inspector

Jane Morgan

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact these had on children's learning.
- A joint observation was carried out by the inspector and the manager.
- The inspector held discussions with the nominated person and manager, staff, parents and children at appropriate times.
- Documentation was reviewed by the inspector, including evidence of staff suitability and paediatric first-aid certificates.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023