

Inspection of Little Poppets Nursery

Seaford County Primary School, Wilkinson Way, SEAFORD, East Sussex BN25 2JF

Inspection date: 19 May 2023

Overall effectiveness

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

Good

What is it like to attend this early years setting?

The provision requires improvement

The quality of education that children receive is variable. Staff do not consistently implement a curriculum that provides children with challenge based on what they can already do and what they need to learn next. In addition to this, staff do not always think carefully about what they want the children to learn as they access activities. At times, children wander between these activities, as they do not receive enough interaction or focus from staff. This does not challenge children's development or help them to make consistently good progress across the areas of learning.

Despite this, children arrive happy and are welcomed by the friendly and caring staff. They show that they feel safe and secure and that they have warm bonds with staff as they actively seek them out for play, praise and comfort.

Children generally behave well. However, although managers have recently refreshed staff's knowledge of the behaviour management procedures, this does not always transfer into practice. Some minor disputes between children go unnoticed by staff. When staff do recognise these disputes, they are not always confident in responding to them. This means children are not always supported to understand their emotions or provided with the necessary skills to work together and solve problems as they arise.

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

- Changes to the management team have had a negative impact on the good quality of the nursery. However, improvements have been made since the last visit and management is now strong, with a robust action plan for continuous improvement.
- A new curriculum is still in its infancy at this nursery. The manager is taking positive steps to review practice and implement an ambitious curriculum for the children. However, this is not yet reflected in planning to support all children to make good progress.
- The quality of education is not yet good for all children, particularly for children with special educational needs and/or disabilities (SEND). The provider has failed to ensure the effective deployment of staff to continuously provide the support needed for children with SEND. Furthermore, some children with SEND do not have individual support plans in place to identify and respond to their individual needs. Where plans are in place, these are not effective, as the strategies detailed in them are not consistently known by staff. This means that children's individual needs are not always met, which has a detrimental impact on their progress and outcomes.
- Generally, staff promote children's communication and language skills well. They

have back-and-forth conversations with children as they share their ideas and explore different activities. Staff narrate children's play, naming objects and introducing new vocabulary, such as 'trickling' and 'sprinkle'. Staff provide thought-provoking questions during imaginative play. However, these are sometimes asked in quick succession and children do not have the time to respond. In addition to this, staff do not help children to develop their home languages alongside English to further support their communication and language skills. This impacts on the progress that children who speak English as an additional language make in this area.

- Children have ample opportunities to be physically active as they access various outside areas. Children delight as they run, balance, spin and jump. This supports children to develop their core muscles. Children also learn about the natural world. For example, children enjoy spotting a bee and intently listen with staff as it buzzes above them. They watch, and describe the 'buzzy bee' as having 'see-through wings' and talk about how 'he finds food from flowers'. This cultivates children's natural wonder in the environment around them.
- Staff promote children's independence. For instance, children pour their own drinks and self-select their own fruit at snack time. Staff give children time to practise their independence. For example, when children find it difficult to grasp their fruit, staff give children time to persist before supporting them. This helps children develop a positive attitude to learning and to keep trying when challenges occur.
- Parents speak highly of the nursery and its staff. They comment that their children are happy, and 'love the outdoor opportunities children have access to'. However, staff do not keep all parents well enough informed about what their children are learning, and their children's precise next steps. This means they cannot extend learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Recent changes in management have addressed previous weaknesses identified in safeguarding. All staff have had training to identify any gaps in their knowledge. They discuss child protection at various opportunities, such as staff meetings and supervisions, ensuring that they keep up to date with any changes. Staff demonstrate a clear understanding of the signs and symptoms that may be a cause for concern. They have robust systems in place to record any concerns and know how to report them to local safeguarding partnerships. Staff also demonstrate a secure understanding of the procedure to follow in the event they have concerns about a colleague's behaviour. There are effective arrangements for risk assessment, which staff understand. Children are well supervised, including at mealtimes.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and

Childcare Register the provider must:

	Due date
implement an ambitious and well-planned curriculum to support children's development across all areas of the EYFS	30/06/2023
put in place arrangements to support children who speak English as an additional language	30/06/2023
strengthen the key-person system and information-sharing with parents to ensure they know their child's next steps in learning so they can support their child at home	30/06/2023
improve the deployment of staff to meet the needs of all children, especially children with SEND	09/06/2023
support staff to consistently help children to manage their emotions, thoughts and behaviour in a positive way	09/06/2023
ensure that effective arrangements are in place to support children with SEND to make consistently good progress in their learning.	09/06/2023

Setting details

Unique reference number	2583636
Local authority	East Sussex
Inspection number	10287635
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	2 to 4
Total number of places	26
Number of children on roll	33
Name of registered person	Little Poppets Nursery and Holiday Club Ltd
Registered person unique reference number	2583634
Telephone number	01323896069
Date of previous inspection	17 June 2022

Information about this early years setting

Little Poppets Nursery registered in 2020 and operates in the grounds of Seaford Primary School, Seaford, East Sussex. The nursery opens from 7.30am to 6pm, Monday to Friday, all year. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are eight members of staff, of whom six hold relevant childcare qualifications at level 3. The manager holds a level 3 qualification.

Information about this inspection

Inspector

Natalie Moir

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 provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and inspector carried out a joint observation during free play.
- The manager provided the inspector with a sample of key documentation on request.
- Parents shared their views of the provision with the inspector.

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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