

# Inspection of Poppies Day Nursery Aldershot

30 Grosvenor Road, Aldershot, Hampshire GU11 3EB

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Inspection date: 1 June 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	Not applicable

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

### The provision is good

Children settle quickly and feel secure in this warm, friendly and caring environment. Children show that they enjoy their time at nursery. For example, they smile, giggle and talk excitedly with staff and other children about their day. Children separate confidently from parents and carers. They form strong bonds with staff, and children snuggle into staff for story time.

Children show positive attitudes to their learning and make good progress. Staff skilfully organise the environment to promote children's natural curiosity and eagerness to learn. Children benefit from a good range of experiences, which prepare them well for their future success. For example, babies have a go at feeding themselves with spoons. Older children develop their physical skills well during outside play. For example, they handle real teapots and make peppermint tea, dig holes skilfully and confidently climb around an obstacle course.

Staff are positive role models and reinforce their expectations of children's behaviour very well. They use a fair and gentle approach. For example, staff talk to children about how to solve disagreements and explain about emotions. As a result, children are well behaved and follow the nursery routine well. Staff recognise children's efforts and offer lots of praise when they succeed. Children respond to this positive reinforcement well. This helps to boost children's confidence and self-esteem.

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

- Staff strive to create a fully inclusive setting. They celebrate diversity with the children. For example, staff read a range of stories, celebrate festivals that are relevant to the children and provide varied resources. Staff work hard to help children celebrate each person's unique qualities through regular discussions while out and about in the community and as they play.
- The support for children with special educational needs and/or disabilities (SEND), and those who speak English as an additional language, is a strength of the nursery. Staff quickly identify children who need additional support. They work effectively with parents and other professionals to put targeted strategies in place, tailored to children's needs and preferences. Staff learn sign language and keywords in children's home languages as they play games and sing songs together. As a result, children feel included and make good progress in their learning and development.
- Younger children develop good communication and language skills. Staff engage in conversation with younger children as they play, introducing new words to increase their vocabulary. For example, staff introduce the words 'around' and 'underneath', as children excitedly try to move wooden beads around wire.

Occasionally, some staff do not make good use of questions to extend older children's language and communication skills as they play.

- The children have plenty of exciting opportunities to learn about the community in which they live, and take part in local events, such as, the Victoria Day Parade. Children go on trips to local parks, libraries and shops. Children learn how to interact with others and develop their social skills in preparation for school.
- Overall, children's growing independence skills are supported well. Children are encouraged to develop self-help skills. For example, they are shown how to independently wash their hands, drink from glasses and to collect and put on their own coats. However, at times, the organisation of change-over times during the day, such as going out to the garden and tidy-up time, is not organised effectively. This means that children wait for prolonged periods and become distracted and restless.
- The management team evaluates the provision effectively. They carry out supervision sessions with staff and check in on their well-being in regular team meetings. Staff are supported to use resources, such as online training, articles and quizzes to support their ongoing professional development.
- Partnership with parents is effective. Staff build strong relationships with families and children. Parents say that they appreciate the daily verbal feedback about their children's day at the setting, weekly photos and the activities given to them to support children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding arrangements are robust. Staff understand the signs and symptoms of abuse and neglect, and undertake regular training. The manager places priority on the welfare of children, and how staff can receive the knowledge and skills to implement policies and processes. Staff understand how to respond to any concerns they may have and how to raise these within the setting or with other professionals. The manager carries out effective employment processes to ensure that all adults working with children are safe and suitable.

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

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

- strengthen staff training so all staff are able to extend older children's learning and thinking skills through well-focused questions
- improve the organisation of the time between activities, to help ensure that children do not have to wait for long periods, to support their learning more consistently.

## Setting details

<b>Unique reference number</b>	2628793
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10289504
<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>	1 to 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Poppies Day Nursery Aldershot Limited
<b>Registered person unique reference number</b>	2628792
<b>Telephone number</b>	01252 598920
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Poppies Day Nursery Aldershot Limited registered in 2021. It operates from a building in the centre of Aldershot, Hampshire. There are six staff, five of whom hold recognised level 3 qualifications. The nursery receives funding for children aged two, three and four.

## Information about this inspection

**Inspector**  
Bev Boyd

## 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 setting.
- The nursery manager and inspector completed a learning walk together of all areas of the nursery, and the manager discussed the curriculum and what they want the children to learn.
- The inspector spoke with the nominated individual and nursery manager about the leadership and management of the setting, and spoke with the special educational needs coordinator about how they support children with SEND.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke to several 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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