

Inspection of Poppleton under 5s

Methodist School Room, The Green, Upper Poppleton, York, North Yorkshire YO26 6DD

Inspection date: 19 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are extremely happy and demonstrate that they feel safe and secure in this warm and friendly environment. They wave their parents off after they self-register and embrace staff with hugs. Consequently, children settle quickly and are keen to make independent decisions in their play. For example, younger children become immersed in role play. Staff support children to use their play to reenact real-life experiences, such as shopping. They provide children with opportunities to explore colourful play dough to build on their fine motor skills and dexterity. Children use cutters with good control and learn more about shapes to build on their mathematical skills.

Children navigate around the setting with joy and enthusiasm. Outside, staff encourage children to pretend to wash bicycles and ride-a-long vehicles with their peers. Children successfully operate spray bottles to squirt water at the vehicles. This provides amazing sensory experiences and helps to support children's understanding of the world.

Staff provide a calm learning environment and help children to get to know the routines of the setting quickly. They know children very well and keep them focused on their learning. Children display positive attitudes to their learning and to each other. They include each other in their play and are kind and respectful. Staff manage any minor issues with children's behaviour quickly. Staff teach children the impact that their behaviour has on others.

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

- The manager has a clear curriculum in place for children at the setting. She and her staff team aim to ensure that children are ready to move on to the next stage in their education. Children learn to develop their social skills, to be confident and independent and to enjoy their learning.
- Children with special educational needs and/or disabilities (SEND) and children in receipt of additional funding, such as early years pupil premium, benefit from effective support to enrich their learning experiences. Staff invite external professionals, such as local SEND teams, into the setting to offer support and guidance. This helps all children to make good progress.
- Staff promote children's independence throughout the day. Staff encourage children to put on their coats when they go outside and support them to peel their own oranges. Children help to tidy up throughout the day, which supports them to take responsibility for their environment.
- Staff promote children's health and well-being highly effectively. They provide children with a variety of nutritious snacks and talk to children about the importance of making healthy food choices. Children actively discuss why they

need to take regular exercise. Their laughter fills the air as they whizz around on the ride-on toys and support each other to walk across the obstacle course that they create.

- Children enjoy playing outdoors in the garden. The manager and staff have focused attention on creating a more interesting and purposeful outdoor learning environment. For example, children have fun using mud in the play kitchen to make pretend meals and potions. They transport their herbs to the mud kitchen and show excellent imagination as they discuss the pretend soup they are cooking.
- Overall, staff are supported well. For example, they have regular training opportunities and supervision sessions. However, feedback is often based on the needs of key children and plans discussed as a group. This means that feedback is not always specific to individual members of staff. This does not help staff to extend their individual teaching skills and support children's learning further.
- Parents speak highly of the care their children receive. Staff speak to parents as they drop off children. The manager and committee have a clear vision for future developments at the setting. They would like to develop communication further with parents to ensure that they receive more detailed information about their child's development and next steps in learning.
- Staff assist children well through times of change, such as when starting at the setting and moving on to school. The manager promotes effective liaison with local schools. For example, Reception class teachers are invited to visit the setting and children have good opportunities to prepare for school.

Safeguarding

The arrangements for safeguarding are effective.

The manager has a good knowledge and understanding of her role and responsibilities to safeguard children's welfare. Staff have a good knowledge and understanding of safeguarding. This includes a range of aspects, such as female genital mutilation and the 'Prevent' duty. All staff complete child protection training and know what to do if they are concerned about a child's safety. They know what action to take if they have concerns about a colleague. Staff carry out regular risk assessments to ensure that the setting and garden are safe. There is effective staff deployment to make sure that all children are well supervised and cared for.

What does the setting need to do to improve?

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

- strengthen the support for staff to further enhance their teaching and interactions with children
- provide parents with regular and detailed information about their children's progress and what they need to learn next.

Setting details

Unique reference number	321485
Local authority	York
Inspection number	10289483
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	37
Name of registered person	Poppleton under 5s Committee
Registered person unique reference number	RP911078
Telephone number	07523 497704
Date of previous inspection	27 November 2017

Information about this early years setting

Poppleton under 5s registered in 1992 and is located in York. The setting employs five members of childcare staff, of whom four hold appropriate qualifications at level 3 or above. It opens Monday, Wednesday, Thursday, during term time. Sessions are from 9am until 3.30pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Julie Dent

Inspection activities

- This was the first routine inspection the setting 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 her evaluation of the setting.
- The inspector and manager completed a learning walk where they discussed how the setting is organised.
- The inspector observed activities and the quality of staff's interactions with children. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector spoke to parents and took account of their views.
- The inspector held a meeting with the manager. She looked at relevant documentation and reviewed evidence of the suitability of staff working at the setting.
- The inspector completed a joint observation of an activity with the manager.

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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