

# Inspection of Poppys Day Nursery Ltd

London House, High Street, Staplehurst, Kent TN12 0AB

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Inspection date: 19 October 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is outstanding**

The nursery, which offers care for children under two years, is organised extremely well to reflect the specific needs of this age group. Children enjoy an exceptionally calm, thoughtfully arranged and highly stimulating environment. They also consistently enjoy a well-sequenced and high-quality curriculum, tailored to meet every child's unique need. For instance, children spend extended periods playing with, and exploring, various stimulating sensory materials with support from staff. Children excitedly use their senses of taste, touch and sight to explore items such as mirrors and spiky pads. They smile as they curiously look at themselves in mirrors, chatting or babbling with excitement with their friends or staff. Children consistently access rich experiences and show a high level of engagement, all through the session.

Children have a secure, thriving relationships with all staff and other children. Staff consistently encourage and support children's transitioning routine, within and beyond the nursery. Staff use their knowledge of the children to regularly review routines and incorporate their identified needs. For instance, staff thoughtfully and expertly create comfortable quiet zones within the playroom that older children independently access. This further enables children to rest and self-regulate. Children are very friendly and polite and have impeccable behaviour. They are confident that their unique needs will be swiftly met.

Leaders and staff have exceptional skills and experience to adapt activities to support the needs of children with special educational needs and/or disabilities. Leaders support their team effectively, using their extremely sharp skills to encourage exceptional independence in the children. The intent of encouraging a high level of independence is evidently embedded within the nursery.

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

- Leaders provide regular and robust opportunities and experiences for staff to develop their knowledge and expertise. Staff use the expert knowledge they gain from leaders, and through training sessions, to plan and provide rich experiences that actively support and challenge children's development. This enables staff to meet the needs of the very young children in their care effectively, in a timely manner.
- Leaders consistently and effectively partner with external agencies to facilitate children's experiences and opportunities. They source funding to secure diverse and highly stimulating resources that provide unique and exciting experiences for the children. One example, which reflects children's interests, is the purchase of an aquarium. This provides children with significantly enhanced experiences, some of which they would not normally access at home.

- Children settle quickly into the nursery. They thoroughly enjoy their time at the nursery. Older children confidently and happily put their personal belongings away on arrival, with support from their parent or key person. Leaders incorporate a highly successful key-person system that further strengthens children's experiences. Children are exceptionally confident to actively seek support and comfort from other staff in the absence of their key persons.
- Staff use every opportunity to partner with parents to extend children's learning. They regularly liaise with parents to seek out children's interests and experiences beyond the nursery. Staff expertly use this information to actively shape children's experiences in the nursery. This highly targeted planning aids an effective extension of children's learning. It also encourages high levels of engagement in children.
- Leaders and staff have consistently high expectations for all children. Staff provide endless opportunities, indoors and outdoors, to challenge children. They provide children with consistent opportunities to actively engage, learn and develop. Staff provide low-level tables for older children to meet their needs effectively. These tables also aid and encourage younger children's walking skills effectively as they pull themselves up.
- Staff actively challenge children's learning to aid rapid progress in all areas. They consistently provide children with opportunities to read, in a captivating manner. Staff encourage children by using various gestures, variation of tones and body language. Children happily copy these. They also rapidly learn and use new words, such as 'zebra'. Young children use phrase and words such as 'all gone'. They correctly repeat words like 'spoon' after adults. Staff expertly weave in other areas of learning into story time. They encourage active movements from the children. Children actively engage and spend long time engaged in such reading times.
- Staff use children's interest to provide exciting experiences for them all through the day. They have highly effective ways of supporting and enhancing children's well-being. Staff are exceptionally spontaneous. They confidently adapt plans and routines to incorporate children's requests. For instance, when children request to go 'outside', staff immediately reorganised their plans to accommodate them. This encourages a high response level from children.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have a robust and thorough induction process. This helps familiarise staff with the nursery's safeguarding policies and procedures. Staff implement these procedures confidently. Staff are aware of the signs of the various types of abuse.

Leaders ensure that all staff complete core courses, such as training to understand county lines, the 'Prevent' duty and female genital mutilation. Leaders have regular discussions with staff to check their knowledge. Leaders also conduct regular supervision sessions with their team. They encourage regular risk assessment.

## Setting details

<b>Unique reference number</b>	EY408858
<b>Local authority</b>	Kent
<b>Inspection number</b>	10308307
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 2
<b>Total number of places</b>	12
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Poppy's Day Nursery Limited
<b>Registered person unique reference number</b>	RP904707
<b>Telephone number</b>	01580 890480
<b>Date of previous inspection</b>	26 March 2018

## Information about this early years setting

Poppy's Day Nursery registered in 2010. It is located in Staplehurst, Kent. The setting is open from Monday to Friday from 7.30am until 6.30pm all year round. The provider receives funding to provide free early education for children aged two. The nursery employs 10 members of staff, all of whom hold relevant early years qualifications at level 2 and 3.

## Information about this inspection

**Inspector**  
Toyin Aina

## Inspection activities

- This was the first routine inspection the provider 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 provider.
- The deputy manager, manager/nominated individual and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The deputy manager and the inspector carried out a joint observation during snack time.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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