

# Poppies Nursery

The Pavilion, Memorial Park, Yarmouth Road, North Walsham, Norfolk, NR28 9AY



## Inspection date

9 April 2015

Previous inspection date

3 December 2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff provide a wide range of activities that promotes children's learning effectively. Children benefit from teaching that is consistently good.
- Staff know how to build strong attachments with children and parents, which supports children's sense of well-being and security.
- Staff fully understand their role in safeguarding children. They provide a high-quality nursery that is welcoming, safe and stimulating.
- The staff team work together well and discuss information from training. For example, staff share knowledge gained from a course about having the right expectations for two-year-olds, to ensure that they have high expectations for all children.
- Managers are well qualified, have a clear vision and show drive and enthusiasm. They are motivated to continuously improve the nursery, organising regular supervisions and ensuring all staff understand their roles.
- The high quality of care and learning is the result of knowledgeable and skilful managers and staff. As a result, children are extremely safe in the nursery and progress very well.
- Staff teams work particularly well together, which means the organisation of the nursery is strong. The nursery provides a relaxed, fun and homely environment where each child is respected and valued.

### It is not yet outstanding because:

- Outdoor learning spaces are not organised in a way that consistently encourage purposeful independent play and challenge the children in their learning.
- Sometimes, opportunities are missed for colleagues to observe one another and share best practice.

## What the setting needs to do to improve further

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

- refine the outdoor learning spaces by ensuring that equipment is clearly labelled and accessible to children, so that even more purposeful play is encouraged that promotes learning and independence for all children.
- create further opportunities to enrich teaching and learning, for example, through the use of regular peer observations and sharing of good practice.

### Inspection activities

- The inspector had a tour of the nursery.
- The inspector observed activities in the indoor and outdoor learning environments.
- The inspector carried out a joint observation with the manager.
- The inspector held meetings with the managers and spoke to staff and children.
- The inspector viewed children's assessment records, planning documentation and evidence of suitability of staff working within the setting. She viewed the provider's self-evaluation and a range of other documentation including risk assessments and policies.
- The inspector also took account of the views of parents and carers spoken to on the day of the inspection.

### Inspector

Caroline Clarke

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff provide exciting activities that promote children's good development across many areas of learning. For example, pre-school children count to 15, write letters and deliver them to others in decorated envelopes. Parents are involved in their children's learning because staff make good use of newsletters and coffee mornings to share ideas. Staff play alongside children, using questioning and language effectively to help children learn. Consequently, all children, including those learning English as an additional language, are confident talkers. Staff observe children closely as they play, making accurate assessments and planning carefully for their next steps in learning. Older children gain the skills they need for school by practising early writing, counting and linking sounds and letters. Children understand the nursery routines, how to listen well and concentrate on tasks for long periods. Indoors, they show independence and confidence, knowing where to find equipment and how to tidy up.

### **The contribution of the early years provision to the well-being of children is good**

Staff encourage children to learn about keeping healthy by providing nutritional meals and plenty of fresh air and exercise. The outdoor learning space is used daily. However, outdoor resources are not always labelled so that the children can access them independently. This decreases the opportunities for purposeful child-initiated play. Children behave very well and learn how to take turns because staff manage situations consistently. For example, children in the toddler room are praised for waiting for their turn and for helping another child to reach a toy. Children are encouraged to develop their self-help skills as they put on their coats and boots to play outside. Staff encourage children to grow in confidence by taking risks within a safe environment. For example, staff explain how to be safe as children balance on wooden planks and stepping stones. Very good settling-in procedures, including dedicated time with a named key person are in place. This means children and their families are well supported emotionally.

### **The effectiveness of the leadership and management of the early years provision is good**

Managers have a thorough understanding of their responsibilities. Children's progress is monitored effectively, ensuring gaps in progress are quickly identified and addressed. Strong partnerships with other agencies mean that all children, including those with special educational needs and/or disabilities, make good progress. Parents are very positive about the nursery, stating how much progress their children have made. Managers have identified that teaching is consistently good and that the outdoor learning space can be improved. The strong, passionate staff team continually strives to improve outcomes for children. Staff training has a good impact on children's learning, resulting in all children making a high level of progress in all seven areas of development. However, there are fewer opportunities for staff to observe each other, meaning that opportunities to share and learn from others' expertise are sometimes overlooked.

## Setting details

<b>Unique reference number</b>	254231
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	866851
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	27
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Susan Gray and Deborah Jane Inch Partnership
<b>Date of previous inspection</b>	3 December 2008
<b>Telephone number</b>	01692 500117

Poppies Nursery was first registered in 1989. The nursery is open each weekday from 7.30am until 5.30pm, for 49 weeks a year. It employs ten members of staff, seven of whom hold appropriate early years qualifications. The nursery provides funded early education for two-, three- and four-year-old children.

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