

Poppies Day Nursery

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



Inspection date

22 June 2018

Previous inspection date

9 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The whole staff team is committed to providing high quality care and education for all children. The team regularly attends training and team meetings to gain new ideas and explore different ways of working.
- Children settle quickly and form secure bonds with the warm, welcoming staff. Children's individual needs, personalities and interests are valued and respected by staff. Parents are invited to contribute photographs for special family displays.
- Staff introduce interesting opportunities for children to learn more about the needs of others and the world around them. For example, children welcome a range of visitors including young babies, and they grow vegetables in the garden. Staff support learning with appropriate action songs and questions to stretch children's thinking.
- Parents and carers are valued as active contributors to children's learning. They are invited to regular meetings to review their child's progress and to share information about their child's activities and achievements outside the nursery.
- The nursery has developed effective partnerships with other settings and schools, to support children's transitions and ensure continuity of learning.

It is not yet outstanding because:

- Staff do not currently use their good relationships with parents and carers to gather detailed information about children's capabilities when they first start attending.
- Managers do not yet consistently support the development of staff's already good practice, to raise the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- extend the information gathered from parents at enrolment to include details of children's learning and capabilities to enable precise planning and excellent progress at the earliest stage
- strengthen the monitoring and development of staff practice through appropriate support, challenge and reflective opportunities to raise the quality of teaching to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children throughout the inspection.
- The inspector completed a joint observation with one of the managers.
- The inspector held discussions with both managers. She reviewed relevant documentation, including children's learning records and evidence of the suitability of staff.
- The inspector spoke with a number of parents during the inspection and took account of their views.

Inspector

Kate Oakley

Inspection findings

Effectiveness of the leadership and management is good

The managers are reflective and passionate in their work and continually improve and develop the nursery. They seek the views of staff, families and other professionals to help shape their plans. Safeguarding is effective. Staff have a good knowledge of safeguarding procedures and processes, to help keep children safe. They recognise the importance of building strong relationships with families, to support children's well-being as well as their learning. Parents comment on the sensitive settling-in process and the community feel of the nursery. Staff secure interventions in partnership with other agencies. For example, additional funding is used to employ a therapist to support children's speech and language development.

Quality of teaching, learning and assessment is good

Staff accurately observe and assess children during play, which helps them to plan activities tailored to individual children's learning needs. Staff create opportunities to support children's developing counting skills during activities. For example, children count pieces of oranges into the right number of bowls for snack time. Staff introduce new vocabulary in context, which supports children's language development. Children are given opportunities to repeat activities and recall past learning. This gives them the chance to embed ideas and strengthen their knowledge. For example, after helping to bathe a visiting baby, children are supported to add items to their role-play area to continue the activity with dolls. Environments, indoors and outdoors, have been carefully designed and resourced to maximise children's learning experiences.

Personal development, behaviour and welfare are good

Children regularly practise skills such as peeling and chopping as they help prepare snack. This helps to support their independence and understanding of healthy eating habits. Staff use praise effectively to recognise children's efforts, which encourages positive behaviour and supports children's self-esteem. Staff respect children's choices, asking to change their nappies and checking that they have finished with their plates. Children understand how to keep themselves safe and are beginning to manage risks within their play. For example, children understand the rules of playing on the giant pirate ship and show how they can safely climb, jump and swing.

Outcomes for children are good

All children make consistently good progress, including those who have special educational needs and/or disabilities. Children develop social skills, such as turn taking and negotiation during free play and planned activities. For example, they independently share the use of a rope swing outside. Children take pride in their achievements and enjoy sharing stories about their families and home lives. Children are active learners who enjoy open-ended as well as adult-led activities. Children develop the skills for their next stage in learning, such as school.

Setting details

Unique reference number	254231
Local authority	Norfolk
Inspection number	1090376
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	27
Number of children on roll	46
Name of registered person	Susan Gray and Deborah Jane Inch Partnership
Registered person unique reference number	RP523624
Date of previous inspection	9 April 2015
Telephone number	01692 500117

Poppies Day Nursery registered in 1989. The nursery is open each weekday from 7.30am until 5.30pm, for 49 weeks of the year. It employs 12 members of staff, of whom eight hold appropriate early years qualifications at level 3 or above. Of these, three hold qualifications at level 4 and one at level 5. One member of staff holds early years professional status. The nursery provides funded early education for two-, three- and four-year-old children.

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