

Inspection of Poppetts Ltd

Long Ridings Avenue, Hutton, Essex CM13 1DU

Inspection date: 21 November 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children clearly enjoy their time spent at the nursery. They relish the secure and warm relationships with their key persons and the staff team as a whole. Children are motivated and enthusiastic learners who quickly become absorbed when playing on their own, with friends or staff. They are curious and active, showing good levels of confidence. This is because the staff make the nursery a fun place to be. Children enjoy the extensive selection of books, story sacks and various props that help to fully capture their interest in storytelling. For example, toddlers make stick men out of twigs and relate them to the storybook they are reading.

Children learn to keep themselves safe through the effective support offered by the staff team. For example, older children help to check the outside area for any hazards before they use it for play. They record their findings on the risk assessment charts provided. Children develop good self-care skills and are aware of the importance of following good hygiene practices. Staff ensure that these well-organised hygiene routines are maintained. Children are becoming competent in managing their personal needs, relative to their age. For example, they learn to wash their hands before mealtimes. Children develop a growing awareness of healthy food choices as they enjoy a range of nutritious snacks and meals, all freshly prepared and cooked on site. Children can easily help themselves to fresh drinking water throughout the day.

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

- Staff have a well-thought-out settling-in procedure that helps children and parents to feel confident and happy. They offer a staggered start when children first join the setting so that each child has the time to settle confidently at their own pace. Staff observe children in their settling-in sessions and assess their level of development and interests. This allows children to make good progress from the very start.
- Staff teach mathematics well. They engage children in problem solving, comparing and counting objects as they play. For example, they use rulers to measure the size of different objects. Children learn to use mathematical language, such as 'longer' and 'shorter'.
- The rich learning environment provides plenty of experiences, which the children readily take part in. Staff place a high priority on supporting children to develop their personal, social, emotional and physical development. This means that children acquire the skills, abilities and attitudes to prepare them for the next stage of their development or school.
- The management and staff team provides a variety of different experiences to help prepare all children for life in modern Britain. For example, staff bring the nursery community together, promoting memorable experiences such as

pumpkin carving, the sparkle display, visits in the local community and celebrating various other festivals from around the world. This helps to bring families together and enables staff to promote respecting and appreciating others.

- Staff are positive role models, who provide effective support to help children develop good social skills. For example, staff teach children to listen carefully to each other and consider the interests and feelings of other people during conversations and play.
- The management team takes the happiness and well-being of staff members very seriously. As a result, an experienced staff team is retained. Staff have a wealth of knowledge between them and they are constantly attending new training courses. Children benefit from the competent teaching skills that each staff member brings to the team.
- Staff establish strong partnerships with other professionals, such as speech therapists and occupational therapists. This helps them to support children with special educational needs and/or disabilities well.
- The organisation of some routines, such as mealtimes in the baby room, does not always sustain children's interest whilst waiting for their food.
- Children benefit from the exciting and creative outdoor play area. They develop their physical skills as they balance, jump and ride bicycles. However, there is scope to enhance the good outside environment to further stimulate children's growing understanding of literacy.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a precise understanding of child protection, through regular training. Staff demonstrate a secure understanding of how to identify if a child is at risk from harm. They follow comprehensive procedures when recording accidents, including any pre-existing injuries. Staff are aware of possible signs that might indicate that a child or their family are vulnerable to extreme views or ideas. They are familiar with the whistle-blowing policy and local safeguarding procedures for reporting allegations. The providers have rigorous recruitment and induction procedures to help ensure the continued suitability of staff.

What does the setting need to do to improve?

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

- enhance the organisation of routine activities for babies and ensure that every opportunity is used to reduce waiting at meal times
- consider ways to build on the current good practice outdoors to further inspire children's interest in literacy.

Setting details

Unique reference number	EY275826
Local authority	Essex
Inspection number	10127350
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 11
Total number of places	108
Number of children on roll	156
Name of registered person	Poppetts Limited
Registered person unique reference number	RP910587
Telephone number	01277 264644
Date of previous inspection	4 May 2016

Information about this early years setting

Poppetts Ltd registered in 2004. The nursery employs 34 members of childcare staff. Of these, one member of staff holds an early years specialist degree, one member of staff holds an appropriate early years qualification at level 6, two at level 4, 16 at level 3 and six at level 2. The nursery opens from Monday to Friday 51 weeks of the year. Sessions are from 7.45am to 6pm. The setting provides funded early education for two-, three- and four-year-old children. The provider also offers out-of-school care. This opens from 7.45am until 9am and 3.20pm until 6pm term time only.

Information about this inspection

Inspector
Tina Mason

Inspection activities

- The inspector and the deputy manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector carried out joint observations with the deputy manager and discussed the children's progress and achievements.
- The inspector held discussions with the nursery directors, deputy manager, staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with the deputy manager how they reflect on their practice.
- The inspection practice was quality assured by a Senior Officer at this inspection.

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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