

NORTH LINCOLNSHIRE COUNCIL

**CHILDREN, FAMILIES AND LEARNING
CABINET MEMBER**

OUTCOME OF OFSTED INSPECTION POPPYFIELDS NURSERY

1. OBJECT AND KEY POINTS IN THIS REPORT

- 1.1 To inform the Cabinet Member of the outcome of the Ofsted inspection held at Poppyfields Nursery on 25 April 2017.
- 1.2 The inspection was carried out 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.
- 1.3 Copies of the full report are available in Group Offices.

2. BACKGROUND INFORMATION

- 2.1 Poppyfields Nursery is part of West Street Children's Centre. It is run by North Lincolnshire Council
- 2.2 The nursery was last inspected on the 31 March 2015 and was graded as a 'GOOD' provision.
- 2.3 The nursery opens from Monday to Friday during term time only. Sessions are from 9am until 4pm. The nursery provides funded early education for two- three- and four-year-old children.
- 2.4 It is the responsibility of the registered person to ensure that the provision complies with the statutory framework for children's learning, development and care known as the early year's foundation stage.

3. OPTIONS FOR CONSIDERATION

- 3.1 The outcome of this inspection was a grading of '**GOOD**'
- 3.2 Summary of Strengths

The Manager, Deputy Manager and staff team work well with other professionals and agencies to support children's development. Children's safety is embedded in the ethos of the nursery and is prioritised by staff at all times. Children and families who speak an additional language are supported

extremely well, with staff for example, welcoming them in their home language when they arrive.

- 3.3 It was highlighted in the report that children form strong relationships with staff, they settle quickly and demonstrate that they are happy, feel safe and are emotionally secure.
- 3.4. The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. The inspector also completed a joint observation with the Deputy Manager.
- 3.5 The inspector spoke to several parents, children and staff during the inspection and took account of their views.

3.6 Areas for Improvement

The Inspector made two recommendations for the nursery to improve further as follows:

- I. That the staff team make better use of assessments to plan even more precisely to help children to make rapid progress in their learning
- II. The nursery extends opportunities further, for children to develop their interest in the occupations and ways of life of people in the community.

4. ANALYSIS OF OPTIONS

- 4.1 This report is for information and there are no options for consideration.

5. RESOURCE IMPLICATIONS (FINANCIAL, STAFFING, PROPERTY, IT)

- 5.1 There are no resource implications.

6. OUTCOMES OF INTEGRATED IMPACT ASSESSMENT (IF APPLICABLE)

- 6.1 N/A

7. OUTCOMES OF CONSULTATION AND CONFLICTS OF INTERESTS DECLARED

- 7.1 N/A

8. RECOMMENDATIONS

- 8.1 The Cabinet Member may wish to write to the management and staff at Poppyfields Nursery regarding the outcome of the Inspection.

DIRECTOR OF ADULTS AND COMMUNITY WELLBEING

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Date: 14/06/2017

Background Papers used in the preparation of this report:

Ofsted Inspection report on Poppyfields Day Nursery

Poppy Fields

West Street Childrens Centre, West Street, SCUNTHORPE, South Humberside, DN15 6HS



Inspection date

Previous inspection date

25 April 2017

31 March 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 manager, deputy manager and staff work well with other professionals and agencies to support children's development and safety. They ensure that children's safety is embedded in the ethos of the nursery and prioritised by staff at all times.
- In-house training for staff has a positive impact on helping them to extend their professional development and gain new teaching skills. This helps to increase the experiences children receive.
- Children and families who speak English as an additional language are supported extremely well. For example, staff welcome them in their home language when they arrive.
- Staff use information gathered from parents when children first start to give them an accurate picture of children's care and learning needs. They support parents to continue their children's learning at home.
- Children form strong relationships with staff. They settle quickly and demonstrate that they are happy, feel safe and are emotionally secure.

It is not yet outstanding because:

- Staff do not consistently use sharply focused assessments to plan as precisely as possible so children are able to rapidly achieve their next steps in learning.
- Staff do not provide children with enough opportunities to develop their interest in different occupations and ways of life of people in the community.

What the setting needs to do to improve further

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

- make better use of assessments to plan even more precisely and help children to make rapid progress in their learning
- extend opportunities further for children to develop their interest in the occupations and ways of life of people in the community.

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 during the inspection.
- The inspector completed a joint observation with the nursery deputy manager.
- The inspector held a meeting with the nursery deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are confident in their knowledge of identifying if children are being drawn into situations that put them at significant risk. They know where to report any concerns they may have regarding children's safety. Staff monitor children's attendance and ensure that they leave with a suitable adult. Staff find out information about children's medical and dietary requirements on entry and promote children's good health. The manager and staff regularly review practice and seek feedback from parents to help identify and make improvements to the experiences children receive. The manager and deputy manager support their staff well through supervision meetings and one-to-one discussions. This helps staff to reflect on their practice.

Quality of teaching, learning and assessment is good

Staff work well together and know their key children well. They use observations of children to help them plan a range of interesting and varied activities that children enjoy. This helps children to be motivated and engaged in learning. Staff learn key words in children's home language and use these to help develop children's understanding. They show children pictures of written words in a range of different languages. This helps children to learn that print carries meaning. Staff play alongside children and support them to develop their imagination. For example, they ask children to make a pretend pizza in the play kitchen and model writing as they make a list of ingredients.

Personal development, behaviour and welfare are good

Staff provide children with a range of healthy snacks and meals. They sit with children and talk to them about what they are eating. For example, staff ask children if they can remember how carrots can help them. Children say, 'They make you big and strong'. This helps children to learn about healthy eating. Children behave very well and learn to share and take turns in their play. Children enjoy being physically active in the outdoor area. They ride on tricycles and scooters. Staff throw balls for children to hit with a bat. This helps them to develop their hand-to-eye coordination.

Outcomes for children are good

All children, including those in receipt of funding, make good progress in their learning. Staff help them to be prepared for their move on to school. Children are independent and put on aprons prior to painting. They talk to other children and are very sociable in their play. For example, they put their arms around each other while waiting to go outdoors. Children use paint and brushes to make marks on paper and learn the letters of the alphabet. This helps to develop their literacy skills. Children are confident and sing nursery rhymes in front of other children.

Setting details

Unique reference number	EY392296
Local authority	North Lincolnshire
Inspection number	1093833
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	45
Name of registered person	North Lincolnshire Council
Registered person unique reference number	RP526889
Date of previous inspection	31 March 2015
Telephone number	07881311732

Poppy Fields was registered in 2009. The nursery employs seven members of childcare staff. Of these, three hold an appropriate early years qualification at level 3, one and level 7, one at level 6 and two hold early years professional status. The nursery opens from Monday to Friday during term time only. Sessions are from 9am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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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