

Inspection of Poppies Marlow

Crown Road, Marlow, Buckinghamshire SL7 2QG

Inspection date: 31 May 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children separate from their parents and settle quickly to play in the welcoming environment. They form emotional bonds with their key person and will actively seek them out for reassurance if they feel upset or tired. Children of all ages confidently move around their rooms, making decisions about what they want to do. Older children enthusiastically take part in weighing dinosaurs, guessing what will be the heaviest. Babies smile at staff, who talk to them and babble back in response. All children access a large garden area. They enjoy riding on bicycles and making pretend 'cakes' in the mud kitchen outside. Children behave well. Staff support children effectively to understand their expectations. They are good role models and remind children to follow expected rules and boundaries. This helps them to develop positive behaviour, such as tidying up after themselves and taking turns. Children develop a sense of awe and wonder of the world around them. Babies shake instruments to explore the sounds that they make. Older children jump up and down in excitement as they express their joy at seeing different coloured cars drive past. Children engage in the activities on offer, which often trigger their curiosity. For example, babies smile and giggle as they enjoy exploring sensory toys. Staff encourage children to talk about their feelings. They use a book to help younger children to identify and explore their developing emotions.

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

- The newly appointed managers have worked hard and have a clear vision for the future, which staff share. They are passionate about their roles and strive for continuous improvement. The managers have recently put in place a new curriculum. This focuses on purposeful learning experiences. Staff have received training and support in this new approach to their practice. However, at times, staff do not use what they know about children's next steps in their teaching. This means that there are minor inconsistencies in the implementation of the intended curriculum.
- Staff say they are happy in their roles and feel supported and valued by the managers. They have regular staff meetings and benefit from supervision, which focuses on staff well-being. In addition, the manager sets specific targets and identifies training and coaching that staff may need to help raise the quality of their practice further.
- Staff plan many opportunities throughout the setting for children to practise and develop their large-muscle skills. Babies crawl, climb and pull themselves up on furniture. Toddlers and pre-school children explore being outdoors, riding on scooters and moving in different ways as they use their imaginations. This helps to develop children's independence, confidence, balance and coordination.
- Children develop a love of books and singing. Older children recall stories and confidently share their thoughts. Babies snuggle up to staff, look at books

together and enjoy singing nursery rhymes. They enthusiastically join in with actions while singing.

- Children with special educational needs and/or disabilities make progress in their learning. Staff work well with parents and other agencies to help ensure consistency for children. This collaborative approach to children's learning helps to ensure that all children make progress from their starting points.
- Managers have high aspirations for children and staff. Children have access to a stimulating and well-resourced environment. However, children's play is frequently interrupted by changes in the routine. For example, children's choice of free play is sometimes interrupted by staff calling them to another activity or routine of the day. This does not support children to be consistently able to engage in deep concentration.

Safeguarding

The arrangements for safeguarding are effective.

The new managers and the staff team have a good understanding of their responsibilities to keep children safe. All staff have completed safeguarding training, ensuring children's safety and protection are a priority. Staff are aware of possible signs and symptoms that may indicate a child is at risk of harm. The managers have a safe recruitment procedure in place to check the suitability of adults working with children. Staff conduct daily risk assessments of all areas used by the children to ensure their safety. They have most recently reviewed procedures to help ensure children are safe when moving from inside to the outdoor area.

What does the setting need to do to improve?

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

- support staff to develop the already good-quality teaching and to extend children's learning during the implementation of the curriculum to the highest level
- review the structure and routines of the day to allow children time to consolidate and deepen their knowledge through uninterrupted play.

Setting details

Unique reference number	EY409400
Local authority	Buckinghamshire
Inspection number	10285184
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	60
Number of children on roll	84
Name of registered person	Poppies Day Nurseries Limited
Registered person unique reference number	RP901708
Telephone number	01628 487772
Date of previous inspection	4 July 2018

Information about this early years setting

Poppies Marlow registered in 2010. It is open each weekday from 7.30am to 6pm for 51 weeks of the year, excluding bank holidays. The setting is in receipt of funding to provide free early education for children aged three and four years. Of the 19 members of staff employed, 15 hold a relevant childcare qualification between level 2 and level 3.

Information about this inspection

Inspector

Claire Boparai

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 manager and has taken that into account in their evaluation of the setting.
- The manager took the inspector on a learning walk and talked about how they organise the provision and the curriculum.
- The inspector observed an activity and evaluated this with the manager.
- During the inspection, the inspector spoke to children, staff and parents at appropriate times.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector sampled key documentation, including evidence of staff's suitability, qualifications and the safety of the premises.

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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