

# Poppies Marlow

Crown Road, Marlow, Buckinghamshire, SL7 2QG



## Inspection date

4 July 2018

Previous inspection date

19 August 2015

<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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Managers evaluate their setting well. They compare the progress of different groups of children and ensure any gaps in learning are identified. Plans are implemented to close them quickly. Children all make good progress from their starting points.
- The well-qualified staff team supports children to enjoy an excellent selection of activities. Children show high levels of concentration and curiosity, such as when they excavate dinosaurs from ice and discuss volcanos. They develop great knowledge about the world around them.
- Management plans staff training exceptionally well, which contributes to children's safety and well-being. For example, recent training to support children's emotional well-being has had an extremely positive impact on behaviour at the nursery.
- Parents speak highly of the care their children receive at nursery. The setting encourages families to share milestones and stories from home to create a united approach to children's learning and development. Parents are invited to join in with children's learning, such as during a messy play day when male carers come to play.

### It is not yet outstanding because:

- Occasionally, staff do not make full use of opportunities to encourage children to count, discuss size and volume, to further develop their mathematical skills.
- At times, staff working with younger children miss some opportunities to develop children's vocabulary and model good conversational skills.

## What the setting needs to do to improve further

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

- strengthen opportunities to further develop children's mathematical language, particularly for those children who prefer learning outside
- create more opportunities to ask children interesting questions, and develop their understanding and vocabulary.

### Inspection activities

- The inspector observed teaching and the impact this has on children's learning, indoors and outdoors.
- The inspector assessed staff's understanding of how to keep children safe.
- The inspector and the manager evaluated a planned activity together.
- The inspector read written statements from parents to gain their views on the provision.
- The inspector sampled paperwork, including evidence of staff qualifications and suitability, children's records, accident and medication reports, and the attendance registers.

### Inspector

Charlotte Foster

## Inspection findings

### Effectiveness of the leadership and management is good

The senior management team is highly experienced and knowledgeable. They understand and implement all legal requirements well. There is a well-documented culture of safeguarding children embedded at the setting. Staff are actively encouraged to regularly develop their knowledge about the many ways children may be at risk of harm. Comprehensive risk assessments and safer recruitment procedures support management to ensure the safety of everyone at the setting. Safeguarding is effective. Staff feel well supervised and supported, and have regular meetings with management. They have clearly identified plans to develop their knowledge and practice further.

### Quality of teaching, learning and assessment is good

Staff plan effective activities to support children's move to their next stage of learning. For example, children listen well during group activities and make positive contributions to discussions as they learn the sounds that letters make. Younger children explore a variety of media and materials to develop their muscles, creativity and coordination. For instance, they explore foam and wet sand, making marks to develop their early writing skills. Staff complete thorough observations of children's learning regularly. They plan well as a team to make sure resources are available which support children with their next steps in learning. Children learn to recognise their names as they select cups with print on. They make their own signs for their coat pegs and show enthusiasm about the activities planned for the day.

### Personal development, behaviour and welfare are outstanding

Staff are exceptionally caring and form fantastic bonds with children. Key persons know their children extremely well and plan exciting activities, considering their interests and learning styles. Children have excellent opportunities to exercise and learn about healthy lifestyles. For example, they grow vegetables for the cook to make their meals. They enjoy plenty of fresh air and lots of physical activity as they learn about different sports during a weekly specialist session. Children have fantastic opportunities to learn about different cultures and their foods. For example, during music sessions, they explore sounds from different countries and menus are planned with festivals and their related foods in mind. Children show high levels of consideration for one another as they play and share. They are exceptionally well prepared for transitions to new rooms within the nursery.

### Outcomes for children are good

Older children effectively develop their imaginations and learn to hold writing tools. For example, they invent names for aliens and work as a group to design them on a board. Younger children climb soft-play equipment and create their own play dough with unique smells and colours. This supports them to develop their coordination, balance and creativity extremely well. All children make good progress, including those who speak English as an additional language.

## Setting details

<b>Unique reference number</b>	EY409400
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	1130776
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Poppies Day Nurseries Limited
<b>Registered person unique reference number</b>	RP901708
<b>Date of previous inspection</b>	19 August 2015
<b>Telephone number</b>	01628 487772

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 14 members of staff employed, eight hold a relevant childcare qualification between level 2 and level 3, and one holds qualified teacher status. The manager holds early years teacher status.

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