

Poppins Nursery and After School Care



The Carroll Centre, Somers Close, Winchester, Hampshire, SO22 4EJ

Inspection date	13 December 2016
Previous inspection date	18 June 2013

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 and staff team understand their roles and responsibilities. They evaluate their practice effectively, incorporating parents' feedback, and take action to improve it.
- Staff assess children's progress effectively, using careful observations and information from others, to identify any gaps in their learning. They plan successfully to help children to make good progress in their all-round learning and development. Children are enthusiastic and engaged learners who eagerly access the activities.
- Staff use a variety of ways, such as effective questioning, to support all children's communication and language skills.
- Staff have high expectations of all children. Children are calm, respectful and behave well. They take turns, learn to share and develop good friendships.
- Parents are kept up to date about their children's progress during daily discussions with staff. Partnerships between staff, parents and feeder schools are good. They work well together to narrow any gaps in children's learning.

It is not yet outstanding because:

- Staff miss opportunities to help children learn to do things for themselves, to extend their independence skills further.
- Some art activities are overly adult-led and limit children's creativity.

What the setting needs to do to improve further

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

- increase opportunities for children to learn to do things for themselves, to extend their independence skills
- encourage children to develop and express their own creative ideas more often.

Inspection activities

- The inspector observed the quality of teaching during the activities indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of the suitability checks and training of staff working with the children.
- The inspector spoke to parents during the inspection and took into account their views.

Inspector

Vanessa Dooley

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures staff have a good understanding of how to minimise risks to children's safety and what to do in the event of a concern about a child's welfare. The manager monitors practice effectively and regularly meets with staff to discuss their skills and knowledge. Staff identify additional training courses they wish to attend to develop their teaching skills and help them to provide specific support for children who need additional help to catch up. The manager and staff monitor children's progress carefully, which helps them to identify any gaps in children's learning. Staff make good use of their partnerships with other professionals, for instance, to seek additional support and guidance. Staff make effective use of additional funding. For example, they have purchased resources to support children's specific learning needs. Effective relationships with the local school have been developed to support good outcomes for children.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn and they plan interesting activities which engage and motivate them. They engage children in focused conversations and help to extend their social skills. Staff provide a wide range of opportunities for children to learn how to share. For example, children use the role play area to share the play food from different cultures. Staff help children to develop their mathematical skills. For example, they encourage children to learn about quantity. Children talk about the concepts of 'empty' and 'full'.

Personal development, behaviour and welfare are good

Children build good relationships with staff and each other. This helps to support their emotional well-being. Staff work closely with parents to gain a good knowledge of each child's needs and interests. Staff help children to understand and respect the differences between themselves and others in the community. Children enjoy learning about where other people come from and look for different countries on a map. Staff support children's health and well-being effectively in many ways. For example, children brush their teeth after lunch and they energetically learn to balance and build using large construction bricks in the garden.

Outcomes for children are good

All children make good progress from their starting points. Children are well behaved. They follow instructions well and listen attentively. They have good communication and language skills and hold conversations with staff. All children develop important skills for early writing, using a variety of resources. They are well prepared for their future learning, including starting school.

Setting details

Unique reference number	509562
Local authority	Hampshire
Inspection number	1061596
Type of provision	Out of school 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	32
Number of children on roll	37
Name of registered person	Stanmore Youth Centre Limited
Registered person unique reference number	RP902601
Date of previous inspection	18 June 2013
Telephone number	01962 840022

Poppins Nursery and After School Care is based in Stanmore, Winchester. The nursery opens from 8.30am to 6pm each day, also offering a breakfast club. There are seven staff employed. Of these, two hold qualified teacher status and three have appropriate early years qualifications at level 2 or level 3. The provider receives funding to provide free early years education for children aged two, three and four years.

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