

# Inspection of Poppins Nursery and After School Care

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

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Inspection date: 13 March 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Inadequate

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children are happy and settled. They confidently separate from their parents and respond well to caring staff. Staff support children to explore the learning environment through free play. They allow children to make their own choices. Children have opportunities to develop their fine motor skills. They practise pencil control, cut strips of tape and make snips with scissors. Children talk about the creations they have made. They proudly show staff their 'little' and 'giant' balloon pictures. Children use their imagination as they act out experiences from home. They pretend to prepare meals and serve plates of 'food' to staff and the inspector. However, due to inconsistency in the quality of interactions, not all children are given the same learning experiences as others.

Children behave well. They demonstrate that they understand the rules of the setting. For example, children clear away their plates and cups after snack. They tidy up their toys before they go outside. Children enjoy being in the garden. They use their large muscles as they dig in the mud looking for stones. They proudly show staff their 'stone collection'. Staff encourage children to look for more. They ask questions that challenge children to think. This supports children to develop their problem-solving skills.

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

- Leaders and managers have worked very hard since the last inspection to improve all aspects of the nursery provision. They have implemented a range of well-targeted improvements. However, these have not been in place long enough to raise the quality of education to a consistently good level. Children enjoy exploring the resources set out and have fun as they develop games with their friends. The manager has introduced a curriculum that is built on children's interests, but her vision for children's learning is not currently fully embedded. Staff plan activities each day aimed at promoting the intent behind the curriculum. While children initially engage well in these experiences, they eventually become bored when the activity is not changed. Staff do not consistently recognise when to act, either to reignite children's interest or to provide an alternative activity to extend their learning.
- Children behave well and are kind to each other. They are aware of the rules and boundaries of the setting. Staff use positive behaviour management strategies that reflect the needs of individual children. Staff offer praise and encouragement for positive behaviour. Children are beginning to learn about the behaviour that is expected of them.
- Children learn about their own safety and independence. For instance, staff teach children how to use scissors. They remind children how to carry them safely. Staff show children how to sweep up spillages on the floor to stop

accidents. Children persist in trying as they sweep the pile of flour into a dustpan. Staff successfully encourage children to manage their own needs. Children use the toilet, wash their hands and wipe their own nose. This supports them to develop good independence skills.

- Leaders and managers carefully consider the needs of children in receipt of early years pupil premium funding. Staff purchase additional resources to target the specific needs of individual children. For example, they have bought waterproofs and boots to enable children to play outside in all weathers.
- The manager has begun to work with staff and other professionals to address weaknesses in the support for children with special educational needs and/or disabilities (SEND). The manager has clear aims of the provision she intends to offer to children with SEND, but new procedures are not currently embedded well enough to have an impact. Therefore, some children with SEND are still not making the progress of which they are capable.
- Since the last inspection, there have been changes to the key-person system. Photos of staff are sent to parents so they know who their child's key person is. Parents say how pleased they are with the nursery. They say that their children have made good progress and receive the support they need. Partnership working with parents is effective.

## Safeguarding

The arrangements for safeguarding are effective.

The provider places a strong focus on safeguarding. Since the previous inspection, safeguarding audits have been carried out to identify any weaknesses in procedures. All staff have undertaken safeguarding training, and the provider receives regular updates from the local safeguarding partners. This information is shared with staff to maintain awareness of current safeguarding topics. Staff demonstrate a confident understanding of how to identify potential child protection concerns. They have a clear knowledge of the importance of making prompt referrals and working in partnership with other agencies. Staff implement effective risk assessments and ensure that they promptly identify and minimise any hazards to keep children safe.

## What does the setting need to do to improve?

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

- strengthen the support for staff to recognise when to adapt or replace activities
- embed further the new procedures for supporting children with SEND.

## Setting details

<b>Unique reference number</b>	509562
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10282046
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	The Carroll Centre Ltd
<b>Registered person unique reference number</b>	RP902601
<b>Telephone number</b>	01962 840022
<b>Date of previous inspection</b>	28 September 2022

## Information about this early years setting

Poppins Nursery and After School Care registered in 1997. It is based in Stanmore, Winchester. The nursery opens from 8.45am to 3.15pm, each weekday, and also offers a breakfast club. There are four staff employed, of whom one holds an early years qualification at level 6 and one holds a relevant early years qualification at level 3. The provider receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kelli Wiseman

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked about their curriculum and what they want children to learn.
- Children spoke to the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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