

Inspection of Poppins Nursery and After School Care

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

Inspection date: 15 November 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children feel safe and secure within the care of kind and attentive staff. Children frequently show affection towards staff and confidently ask for help when they need it. They enjoy spending their time engaging staff in their play. For instance, children enjoy practising their skills in the role play area. They ask staff what they would like and enjoy presenting endless cups of pretend tea and sandwiches. Children and staff compare their differences as they discuss their favourite sandwich fillings.

Staff help children to make connections with the world through their love of stories. Children enjoy snuggling up with staff members as they explore books. Staff ask children lots of open-ended questions as they read, to test what they already know. For example, they ask when children may need to wear gloves and what an umbrella is used for. Children then share their experiences of different types of weather, including recent storms.

Children behave well and understand what staff expect from their behaviour. They learn about the rules and why these are important. For example, children use their 'gentle hands' as they point out body parts on themselves and others. Children develop essential social skills that support future friendships. For instance, staff encourage children to wait patiently for their turn as children pass food and serve themselves during mealtimes.

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

- Staff have thought carefully about what they want children to learn. They use assessment well to identify what children already know. They use this information to prioritise learning in key areas, including speech and language, independence and confidence. This helps children develop the core skills they will need to be successful learners in the future.
- Staff work in partnership with parents and other professionals effectively. Parents speak highly of staff who help children feel 'safe and secure'. Staff communicate regularly with settings where children also attend. They share information on children's progress and next steps in learning. Partnership working with parents and other professionals helps to create a consistent approach to support children's development.
- Staff support children's emerging communication skills well through effective modelling and regular two-way conversations. Staff use bubbles to introduce new vocabulary such as 'pop', 'gone', 'bubble' and 'more'. Staff repeat these new words a number of times to support word formation and understanding that language has meaning. This helps all children, including those with special educational needs and/or disabilities, and those who speak English as an

additional language, to become effective communicators.

- Children learn new concepts through good-quality interactions. For example, while playing with bricks, staff introduce measure as they encourage children to compare and consider the sizes of their structures. Children stand against their towers as they assess whether they are taller or shorter. However, staff do not always use opportunities to encourage and build on children's counting skills consistently. For example, on occasion, they fail to model counting correctly when children make mistakes. This does not provide children with a consistent approach in some areas of learning.
- Children develop good attitudes towards their learning. They demonstrate good listening and attention skills as they follow instructions, such as lining up nicely ready for outside play. Children learn to problem-solve through routine activities. For instance, during snack time, children concentrate intently as they attempt to scoop apple onto their spoon. They notice with interest when the apple pieces stick together. Staff support children to think critically as they ask questions on how they could separate the apple segments.
- Children learn about their bodies as they discuss eating during snack time. Staff help children understand how their bodies work by explaining how the food they eat travels down their throats and into their tummies, making them feel full. Children practise good hygiene routines as they cover their mouths and noses when sneezing, understanding that this prevents their 'germs' from spreading. This promotes children's health and well-being.
- Staff teach children the techniques they need to complete tasks for themselves. For instance, staff encourage children to use their 'pinchie' fingers as they attempt to open packets during lunchtime. Children concentrate as they follow instructions to pinch each side of the packet before pulling. They show pride as they open their own packets without any assistance. This helps build their self-esteem and independence, in preparation for their eventual move to school.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate secure knowledge of safeguarding matters. This includes the signs and symptoms of potential abuse, including those related to county lines and emotional abuse. Staff demonstrate a secure understanding of the procedure to follow should they have concerns about a child's welfare. This includes how to report concerns about staff and escalate their concerns externally should they need to. This helps keep children safe from potential abuse. Staff deploy themselves effectively to ensure the supervision needs of children are met at all times. They communicate their whereabouts as they transition around the play areas and perform regular headcounts. Risk assessments, including those related to outings, are now robust and understood by staff. This helps to keep children safe from potential injury and harm.

What does the setting need to do to improve?

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

- use routine opportunities and consistent high-quality interactions to strengthen children's understanding of mathematical skills, including number and counting.

Setting details

Unique reference number	509562
Local authority	Hampshire
Inspection number	10318107
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	13
Name of registered person	The Carroll Centre Ltd
Registered person unique reference number	RP902601
Telephone number	01962 840022
Date of previous inspection	13 March 2023

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, one holds a relevant early years qualification at level 4, and one a relevant early years qualification at level 3. The provider is in receipt of funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Paula Sissons

Inspection activities

- The inspector discussed any continued impact of the pandemic with the deputy manager and has taken that into account in their evaluation of the provider.
- The deputy manager and the inspector completed a learning walk together of all areas of the provision and discussed the early years curriculum.
- The inspector talked to the deputy manager, staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to 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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