

Inspection of Pearls Poppets

Unit 19-21, Brookfield Business Park, Clay Lane, York Road, Shiptonthorpe, York
YO43 3PU

Inspection date: 24 April 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children are cared for in a warm and welcoming environment. They settle quickly when they enter the setting. Strong key-person relationships enable children to develop firm attachments. This contributes to children's feelings of security and enables them to explore the well-resourced environment confidently. Staff know their key children very well.

Children have opportunities to explore the local community and take part in trips out. They visit the library and local gardens. They have access to a nursery lending library to promote their literacy development and extend their learning in their own homes.

All children make good progress in the setting. Staff have a clear perspective of the curriculum and how to promote children's development. Using regular assessments, they monitor children's ongoing progress, ensuring activities are challenging and engaging. Each child has an individualised plan, incorporating their interests and focusing on the next steps in their learning.

Children are supported well to manage their feelings and resolve conflict. Staff explain about the importance of being respectful to friends and showing kindness. They encourage children to take turns and introduce activities that enable them to develop patience. Children can express their feelings during circle time. They celebrate their friends' achievements and model staff's encouragement to persevere in play.

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

- Leaders have worked hard to address actions from the previous inspection, revisiting the curriculum and providing training for all staff. Leaders support staff to develop their practice through regular peer observations, supervision sessions and ongoing training. Staff feel supported and their well-being is protected through regular check-ins.
- Staff enable children to progress with their communication and language skills. They use ongoing chatter to talk about what children are doing both in the setting and at home. Younger children spontaneously sing and recite rhymes as they go about their play. Staff extend children's growing vocabulary as they introduce new words, such as 'lava' and 'volcano', and encourage the growth of imagination.
- Staff guide children through activities, which supports their physical development well. Children have opportunities to ride around the garden and climb up the slide. Younger children are able to practise their crawling and walking skills as they move around the room. Staff provide healthy and balanced

food during meals and snacks to promote children's well-being. However, there is a lack of discussion about the food being eaten and making healthy choices to contribute to overall good health.

- Children use routine counting throughout the day, for example as they clap the date of the month. They engage in focused activities to promote number recognition using numbered mats and labelled activities. However, there is less emphasis by staff on children's understanding of positional language and of quantities.
- Staff work closely with schools to ensure children have the required skills to support them in their learning journey. Staff ensure children are emotionally prepared by encouraging them to express themselves and seek help from a trusted adult if needed. They invite teachers into the setting and help children to familiarise themselves with the routine of a school day.
- Staff support children who need additional support particularly well. They invite other professionals into the setting to enable a multi-agency approach to ensuring children's individual needs are met. They seek guidance and advice from other professionals to guide tailored care.
- Children's independence is promoted well. As children progress through the setting, staff build on their existing skills to prepare them for transferring to school. Staff support children to serve their own food and pour their own drinks. Children take off their coats and shoes after outdoor play and put them away.
- Parents are extremely complimentary about the service provided. They feel that their children have progressed significantly since attending the setting and value the ongoing updates provided by staff. Parents are aware of who their child's key person is and value all staff knowing their child's needs. Parents feel the care given to their children is exceptional.
- Although feedback is given by others in the form of day-to-day verbal satisfaction, consideration could be given to formalising the seeking of feedback to further contribute to the quality and evaluation of the provision.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- maximise opportunities for mathematical learning to enhance positional language and children's spatial reasoning skills, with particular regard to measure and quantity
- consider seeking feedback from parents and others to contribute to self-

reflection and evaluation

- promote children's understanding of healthy eating to improve their knowledge and develop healthy habits.

Setting details

Unique reference number	2770552
Local authority	East Riding of Yorkshire
Inspection number	10363376
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	0 to 11
Total number of places	59
Number of children on roll	92
Name of registered person	Sellers group LTD
Registered person unique reference number	2770550
Telephone number	01430 803004
Date of previous inspection	30 July 2024

Information about this early years setting

Pearls Poppets registered in December 2023. The nursery employs 16 members of childcare staff. Of these, 13 hold appropriate early years qualifications, including two at level 6. The nursery is open from 7.15am to 6.15pm, Monday to Friday, all year round except for a week at Christmas and bank holidays. The nursery offers government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and the manager carried out joint observations of group activities.
- 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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