

Poplars Blossoms Nursery School Ltd

205 Edwards Lane, Sherwood, NOTTINGHAM, NG5 3JA



Inspection date

23 August 2017

Previous inspection date

24 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
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 and staff extensively monitor children's progress. Staff observe children during their play and identify their interests. They use their superb knowledge of each child to provide rich, varied and imaginative activities that inspire and motivate them to learn.
- Children feel very secure with their key person. The strong partnerships established between the key person and children's parents are used very well to help staff promote the personal development of the children.
- Children's behaviour is superb. They show a strong sense of ownership of the nursery and consequently, treat their surroundings and others with respect.
- Staff work extremely closely with other agencies and professionals. They value their specialised input and share relevant information to support children who have special educational needs and/or disabilities and their families.
- Rigorous recruitment and induction procedures help ensure the suitability of all new staff. Staff retention is excellent and staff say that they feel totally supported by the management team.
- A highly focused and well-targeted programme of professional development means that staff continually develop their understanding of how children learn and of how to meet their individual needs. Staff are effectively coached, mentored and supported to continue developing the quality of their teaching practice to the highest level.

It is not yet outstanding because:

- Although teaching is very good overall, particularly in adult-led activities, staff are not always highly skillful in recognising and using opportunities within daily routines to deepen children's learning and extend their critical-thinking skills further.

What the setting needs to do to improve further

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

- provide more challenge to children during routine activities and experiences and further encourage them to think critically.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to the staff and children throughout the inspection. She completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

Tracy Hopkins

Inspection findings

Effectiveness of the leadership and management is outstanding

The management team is highly motivated with a positive approach to self-evaluation. It sets a clear direction and successfully makes focused improvements to raise the quality of the provision. Highly effective appraisals, supervision meetings and training sessions are implemented. Staff regularly observe each other and share good practice throughout the nursery. Staff are constantly assessed and supported to improve their teaching, which has a very positive impact on the outcomes for children. Teaching is of a consistently high standard and some is outstanding, particularly during adult-led, focused activities. Arrangements for safeguarding are effective. All staff put children's safety at the heart of everything they do. They have an excellent and up-to-date knowledge of the signs and symptoms of possible abuse. They know how to keep children safe and what to do should they have a concern about a child's welfare.

Quality of teaching, learning and assessment is good

Staff are well qualified, passionate about their roles and extremely motivated. They have an excellent understanding of their role in promoting children's development. They organise themselves very effectively and work with children in small groups, ensuring that every child's care and learning needs are well supported. During adult-led, focused activities, staff are highly responsive to children's individual learning. Children show great perseverance and deep concentration. Staff in the pre-school room are creative and innovative in extending children's learning through their interests. They bring learning to life, for instance, as they make working volcanos using fizzy drinks and mints. Staff provoke children's wonder and encourage them to predict what will happen. Children are exceptionally well engaged and excited to learn. They use words, such as 'erupted', and say that 'the lava is a million degrees!' Staff extend their learning with opportunities to explore photographs and videos of volcanos and dinosaur habitats on the computer.

Personal development, behaviour and welfare are outstanding

Children are exceptionally well prepared for their move on from home to the nursery. Settling-in visits are provided for as long as they are needed to ensure children are settled and parents reassured. Children love coming to the nursery. They demonstrate rapid progress in their personal and social development. They settle extremely quickly with the caring and attentive staff team. Extensive daily opportunities are provided to promote children's physical skills. For example, they climb and clamber on large equipment. This gives children opportunities to take well-supervised risks and challenge their own ability.

Outcomes for children are good

All children, including those who are in receipt of funded education, make very good progress. Babies have opportunities to explore sensory resources that are suitable for their age, they develop their physical skills with support and encouragement from staff. Some older children demonstrate excellent skills in readiness for starting school. Their literacy development is exceptional. For example, they write their name clearly, forming recognisable letters, and they read words in simple books.

Setting details

Unique reference number	EY316871
Local authority	Nottingham City
Inspection number	1064801
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	60
Number of children on roll	86
Name of registered person	Poplars Blossoms Nursery School Ltd
Registered person unique reference number	RP525934
Date of previous inspection	24 April 2013
Telephone number	0115 9204809

Poplars Blossoms Nursery School Ltd registered in 2006. The nursery operates Monday to Friday, from 7.30am to 6pm. It closes for two full weeks in the summer. The nursery employs 17 members of staff. Of these, one holds qualified teacher status, one holds a qualification at level 6, nine hold appropriate early years qualifications at level 3, two hold qualifications at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

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