

Inspection of Merry Poppets Nursery

BLD 942, RAF Henlow, HENLOW, Bedfordshire SG16 6DN

Inspection date:

21 January 2022

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

A breach of the safeguarding and welfare requirements means children's good health is not assured. Despite this, staff support children's learning well.

Children demonstrate they are confident in the nursery. They settle quickly into their day which helps them to be ready to learn. Older children use their creative thinking skills to experiment and solve problems. They use boards and tyres to create a ramp for cars to roll up. Children test the ramp out several times, making adjustments to help the car go further. They reposition a basket until they land a car in it. Children delight in their success.

Children behave very well. They listen to their peers and staff and wait their turn patiently. This helps children to develop socially acceptable behaviours. Staff praise children regularly for their work, which helps encourage children to persevere at a task. Babies and young children learn through their senses. They scoop and pour sand with different sized pots. Staff repeat simple sentences describing what babies feel, see, and do. This helps babies understand new words, which is vital in developing their speaking skills. During group times, staff skilfully engage children in books and stories. They use expression and ask questions that children can answer. Children choose books to look at and ask staff to read them. This helps children to develop a love of reading.

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

- The provider has failed to ensure that staff obtain written parental consent to administer medication to children. This indicates a lack of efficiency in the leadership and management in ensuring that the appropriate paperwork is in place to protect children's good health. Staff do obtain details of the medication and consent verbally from parents, which minimises the impact on children's welfare.
- Staff know children well. They have a good understanding of how children develop and identify suitable next steps in learning for them. Staff plan stimulating activities, which interest babies and children. This helps them make good progress in their learning.
- The leadership team support staff to develop their teaching skills. They offer opportunities to complete training courses and work towards qualifications. The leaders spend time in the rooms to role model good practice. They meet regularly with staff to support their overall well-being. This helps staff feel committed and motivated.
- Staff consider what will benefit the children's development and use additional funding well. For example, they purchased a game of snakes and ladders for children who need to practise turn taking. Staff support children with special

educational needs and/or disabilities well. They follow guidance from specialist professionals on how to support these children. This helps children continue to learn and make progress from their starting points.

- Parents are happy with the care their children receive. They explain their children have progressed quickly with their speaking skills after attending for a short time. They receive regular updates about their child's learning from staff.
- Children's early mathematical skills are evident across the nursery. Staff encourage older children to count accurately and younger children to identify colours. They make learning fun. For example, staff challenge children to identify numbers on the hopscotch mat.
- Children have a range of opportunities to build on their independence. Young babies use cutlery to try and feed themselves and toddlers all attempt to put their coats on. Children wash their hands at suitable times, which helps them gain an understanding of good hygiene.
- Children move their bodies to develop their physical skills. Staff challenge children to hop and jump over spaces on the hopscotch mat. Babies sit on small ride-a-long toys. This helps develop their core body strength.
- Staff interact with children well. They ask interesting questions that children thoughtfully answer, for example 'Where might you find a tiger?' On occasion, staff do not challenge the most-able children to think even more.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders have a strong understanding of their roles and responsibilities. They understand the signs that might indicate a child may be at risk of harm outside the nursery. Staff have good knowledge of the relevant local agencies to report any concerns to. The provider undertakes a robust procedure for all new staff before they are recruited. This helps ensure staff suitability.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that written permission is obtained from parents prior to administering medicine to children.	25/02/2022

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

- help staff develop a range of ways to challenge the most-able children during

play.

Setting details

Unique reference number	EY468971
Local authority	Central Bedfordshire
Inspection number	10220678
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 4
Total number of places	106
Number of children on roll	135
Name of registered person	Merry Poppets Nursery Limited
Registered person unique reference number	RP527580
Telephone number	01462 850242
Date of previous inspection	25 October 2017

Information about this early years setting

Merry Poppets Nursery registered in 2013. The nursery employs 23 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 or above. The provider and area manager hold a level 6 qualification. The nursery opens Monday to Friday, all year round, except bank holidays. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Elke Rockey

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the leaders and has taken that into account in their evaluation of the nursery.
- The deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 manager and the inspector carried out two joint observations of a planned activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector held a meeting with the area managers, looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Children communicated with the inspector during the inspection.

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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