

Inspection of Poppies Playhouse Day Nursery T/a Daisy Chains Day Nursery Ltd

Bournville Village, 9 and 10 Shenley Green, Birmingham B29 4HH

Inspection date: 26 January 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children have fun and enjoy their time at this exciting setting. They develop their confidence exceptionally well and build strong relationships with peers and staff. Opportunities for children to develop their independence are excellent, and children enjoy making decisions about their learning. For example, children serve their own snacks and pour their own drinks, and pre-school children vote for a daily story. Children develop their communication skills well. They ask and answer questions in their play and show good speaking skills as modelled to them by staff.

Children are given a range of opportunities to develop their physical skills. Staff take them on trips to the park to practise their climbing and balancing skills. In the setting, children enjoy using a wide range of tools to paint pictures, which supports them to develop their smaller hand muscles. Children benefit from a range of extra opportunities. For example, they have visits from doctors and enjoy weekly visits to a local care home. Pre-school children celebrate the end of term with a graduation ceremony and prom. Children develop their imaginative skills well. For example, children make pizzas out of malleable materials and cook burgers in the role-play areas, sharing their creations with their friends.

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

- The manager and staff plan an exciting and sequential curriculum that is highly attuned to children's needs and interests. This helps to engage children in purposeful play at all times and supports children to make good progress from their starting points.
- There is a rigorous process in place for finding out what children know and can do when they start at the setting. Once children have settled, key persons use their excellent assessment process to continually identify and support any gaps in children's learning. Staff use these assessments to plan next steps, which are shared half termly with parents to help them support their children's learning at home.
- Partnership working is effective. Staff provide parents with a wealth of information to support their children's learning. This includes activities to complete at home and signposting information to external services. Staff work closely with parents to ensure children have any extra support needed in place. They meet regularly to set targets, which are shared with all staff members and regularly reviewed to help target children's development.
- Support for children with special educational needs and/or disabilities (SEND) is excellent. The special educational needs coordinator (SENCo) works closely with parents and external agencies to create individual learning plans and to make referrals to other agencies. This means that children receive swift and effective support.

- The manager understands the importance of professional development for staff. However, opportunities for professional development are not always specific to staff needs. This means that not all staff are exposed to professional development opportunities that support their emerging needs or gaps in knowledge.
- Leaders spend early years pupil premium funding effectively to support children's learning and development. Funding enables staff to match resources in the setting to children's needs and interests.
- Staff teach children to respect each other, use good manners and share resources. In general, behaviour is good. However, at times, staff do not always deal with incidents of children's challenging behaviour quickly and effectively. This means that behaviour sometimes escalates and effects other children's learning negatively.
- Parents speak extremely highly of the setting. They say their children are happy here, enjoy attending and are making good progress. In particular, they praise children's progress in their social skills, confidence and speaking skills. Parents say staff go above and beyond with the support they offer to children and families. They say they know who their child's key person is and are kept informed of their children's next steps in learning.
- British values are a top priority in the setting. Staff teach children about a range of cultural festivals, and children learn to celebrate each other's differences. They know that being different is what makes them special.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of their responsibilities to protect children from harm. The manager and staff are aware of the procedures to follow should they have a concern about the welfare of a child. They know the procedures to follow should a concern arise about the conduct of a colleague. The manager follows safer recruitment processes to help to ensure the suitability of staff working with children. Staff's ongoing suitability is checked regularly. Staff put a high priority on health and safety in the setting, and the premises is regularly checked to ensure it is safe and secure for children.

What does the setting need to do to improve?

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

- build on the already good behaviour management strategies in place to further support children to understand the impact their negative behaviour has on others
- build on staff's professional development opportunities to ensure the consistency of their knowledge and skills to raise their quality of practice further.

Setting details

Unique reference number	2612630
Local authority	Birmingham
Inspection number	10264520
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	68
Number of children on roll	68
Name of registered person	Daisy Chains Day Nursery Ltd
Registered person unique reference number	RP534578
Telephone number	01214755240
Date of previous inspection	Not applicable

Information about this early years setting

Poppies Playhouse Day Nursery T/a Daisy Chains Day Nursery Ltd registered in 2020. The provider employs 11 members of staff, of whom six are qualified at level 3. The setting operates from Monday to Friday, 9am to 3pm, with wraparound care running from 7.30am to 5.30pm. The provider offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laura Reason

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector conducted a learning walk with the manager and discussed the setting's curriculum and what they want their children to learn.
- The inspector held discussions with the manager of the setting to discuss how the setting is organised. The inspector looked at relevant documentation, including the suitability of staff working in the setting.
- The manager and inspector carried out a joint evaluation of an activity. The inspector observed the quality of teaching throughout the inspection and discussed the impact this has on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector spoke to staff and children at appropriate times 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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