



Poppets Pre School

Inspection report for early years provision

Unique Reference Number	EY312462
Inspection date	30 March 2006
Inspector	Lorraine Sparey
Setting Address	Regent Centre, 51 High Street, Christchurch, Dorset, BH23 1AS
Telephone number	07761126210
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Registered person	Lynn-Marie Newman
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Poppets pre-school opened in 2005 under its current owner. The pre-school is privately owned. It operates from the basement hall in the Regent Centre in the centre of Christchurch. There is no secure outdoor area. Staff take the children on regular walks to the local park and woodland walk.

A maximum of 22 children aged from 2 to 5 years may attend the pre-school at any one time. There are currently 51 children on roll, 27 of whom receive funding for

Nursery education. The pre-school opens 5 mornings a week during school term time from 09.00 to 12.00 and afternoon sessions from 12.30 to 15.00 during some terms, depending on numbers of children.

There are eight staff who work with the children, seven of whom have early years qualifications. The setting receives support from Dorset Sure Start.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health and general well-being is promoted through implementation of effective procedures. Children's awareness of good hygiene practices is increased through rhymes. Children enthusiastically join in the actions as they sing about using soap and water to wash away the germs. A child washing their hands later tells an adult 'we wash our hands because germs are bad'. Comprehensive procedures ensure that children who require medication or have a minor accident whilst in the group are well supported. Parents are given copies of any entries in the accident and medication records. This ensures that they are sufficiently informed. Children's health is further supported because the majority of staff maintain a current first aid certificate.

Children develop a good awareness of healthy lifestyles through interesting projects and themes. Children making Easter nests were talking with a member of staff. They told the adult that chocolate is a treat. Children made a large display of healthy foods which increased their understanding. They enjoy a range of healthy food options at snack time, such as various fresh fruits and rice cakes. Children benefit from fresh milk and water being available throughout the session. Children independently pour their own drinks. A 3-year old pointing to an empty cup told an adult 'I'm thirsty, look its all gone'.

Children benefit from regular opportunities to go for walks in the fresh air. They often visit the nearby woodland walk and the quay to play in the park. Children have lots of opportunities to develop their physical skills both indoors and outside.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a well maintained room within a large centre. Their safety is promoted by comprehensive procedures to ensure that access to the setting is well-managed. The centre staff operate a system where the doors are monitored and visitors sign in. Children are well protected in the event of an emergency. Registers of children and adults are kept by the pre-school staff to maintain an accurate account of who is within the setting. Children are familiar with the evacuation procedures which are practised on a regular basis often in conjunction with the centre staff. This ensures that children can quickly and safely leave the building if necessary.

Staff complete comprehensive risk assessments of the environment, equipment and resources to maintain children's safety. Children learn about their personal safety in the setting. Staff remind children about being careful not to trip over toys on the floor, and sitting on their chairs properly. However, on occasions staff do not always notice children swinging on their chairs. This does not fully promote children's safety. Children's safety on outings is well promoted. Staff implement effective procedures, such as carrying a mobile phone, first aid kit and children's details. They operate a very high ratio of adults to ensure that children are kept safe and well supported.

Children safely access a broad range of age appropriate, quality toys. They are stored in a low level unit to encourage children to have independent choices in their play. All toys and equipment are well maintained and cleaned on a regular basis to ensure their continued suitability.

The staff have a good understanding of child protection. The majority of staff have attended training to increase their knowledge and confidence in recognising and reporting concerns. Comprehensive policies and procedures ensure that parents are fully aware of the staff's roles and responsibility in protecting children from harm and neglect.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in the setting. They are developing strong relationships and benefit from the good quality interaction. Children enjoy a wide range of interesting and stimulating activities and outings. For example, children walk to the local bakers to buy some bread. The baker shows them the yeast and flour encouraging them to smell the ingredients. He talks with them about how to make bread.

Nursery Education

The quality of teaching and learning is good. The staff have a secure knowledge of the Foundation Stage curriculum. All staff are involved in planning to ensure that all six areas of learning are covered. The staff use a variety of teaching methods, such as open ended questioning and stimulating ideas. They have high expectations of the children. For example, a member of staff invites a child to cut out her own 'bunny ears' saying 'I know you can cut these out, you're so clever'. The staff are skilled at allowing children to finish activities to their own satisfaction and setting effective challenges for them. Individual assessments are linked to planning to inform the next steps in the child's learning. Activities are then evaluated to ensure that they are successful and achieve the desired learning outcome for all.

Children are confident, and separate from their carers with ease. They are motivated and quickly become them involved in their chosen activity. A 4-year-old excitedly tells a staff member 'we're making chocolate nests, I can't wait until its my turn'. She showed great patience doing a drawing until it was her turn. An adult congratulates her 'good waiting, well done'. Children form good relationships with their peers and staff. They work cooperatively as they put the mats away at tidy up time. Children

show high levels of independence, for example putting on their own aprons before painting, and pouring their own drinks.

Children's language skills are developing well. They listen intently to a member of staff who explains they are going on a pretend aeroplane to look for spring. Children excitedly tell the adults what they can see out of their windows. A 3-year-old says 'I can see the Easter Bunny', another child joins in saying 'he's in my garden by the shed'. Children enjoy listening to stories both on an individual basis and as a group. They understand that print carries meaning and use pictures in the book to tell unfamiliar stories. Children confidently link sound to letters and one child tells a member of staff 'look there's R, that's in the middle of my name'.

Children have lots of good opportunities to explore and investigate. Member of staff invites children to add water to the sand to see what happens. A 3-year-old tells the adult 'it's squiggy'. Children confidently design their own models linked to the theme of spring. Several children made burrows for their 'bunnies'. Children construct complex models from 3D recyclable materials. Children have daily access to programmable toys, they confidently put petrol in their cars using the talking pretend petrol pump. Children are developing a sense of time. A 4-year-old says to another child 'do you know it's the end of the month today, when I get home I'm going to change my calendar'.

Children confidently count in every day activities such as counting the number of trains on the track. They recognise when they are the same. For example a 3-year old points to his trains and carriages, saying "look I've got the same as you". Children enjoy playing mathematical games, such as pairs and number lotto. They can recognise simple shapes as they draw and colour Easter eggs commenting they are oval. Children use the language of size, such as big and little in the right context.

Children have good opportunities to develop their imagination through a well resourced role-play area which is changed frequently, for example, to a florist and a Chinese restaurant. Two children playing in the home corner, both decided that they were 'bunnies' in their burrows. One child complained they were cold. The other child suggested putting the heating on. The first child replied 'Lets put the kettle on for a cup of tea'. Children are good at developing their own ideas in creative activities, designing their own 'bunny' hats. Children enjoy mixing different colours of paint and predicting what colour they will make. One child confidently tells an adult 'I'm making purple'. Children enthusiastically sings songs and rhymes. They often sing whilst involved in other activities. For example, a child made some pretend sausages using dough and sang 'Five fat sausages sizzling in a pan'.

Children have excellent opportunities to develop their physical skills. They participate in yoga and demonstrate a good awareness of negotiating space. Children are beginning to recognise changes in their bodies after exercise. Staff develop their understanding through projects such as 'all about me'. Children show excellent balancing skills as they walk on stilts. They have regular opportunities to develop their climbing skills, moving over and under on the climbing frames.

Helping children make a positive contribution

The provision is good.

Children develop a strong sense of belonging to the setting. Photographs of children involved in various activities are displayed around the room. Their creative achievements are also displayed. Staff work hard to create a welcoming and stimulating environment for them. Children develop strong links in the community through visits to the local bakers and market holders stalls to buy some daffodils. Children develop an understanding of the wider world through projects and discussion with staff. For example, children created a wall display of different families from around the world with examples of their written language.

Children's behaviour is good. Staff are very good role models in the way they speak to the children and each other. Children understand the expectations, gaining awareness of the needs of others. Staff reinforce their understanding through simple rules, such as 'kind hands and kind words'. Children are polite in the way they speak to each other, for example a 3-year old says 'excuse me, please can I borrow your car' to another 3-year-old who replies 'of course you can'. Children respond well to the consistent use of praise and encouragement. Children's self-esteem and confidence grows because staff value and acknowledge their achievements. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. They receive quality information in the prospectus that covers the Foundation Stage curriculum and the areas of learning. They are given suggestions of activities they can do at home with their children linked to themes. For example, a parent made a basket of food for the hungry Caterpillar and talked about the story with her son. Parents are given daily opportunities to discuss their child's progress. Parents particularly value the written diaries that staff complete daily. All parents were confident to approach any member of staff.

Organisation

The organisation is good.

Children benefit from being cared for by qualified staff who are well-organised. The staff work hard to create a welcoming, child friendly environment. Children's creative achievements are displayed. Staff have information on the areas of learning mounted on the wall in the various play areas. This helps children develop a sense of belonging and the parents gain a greater understanding of what the activities are providing to their children. Children are well supported in activities, however, on occasions staff focus on the activity and are not sufficiently aware of children's safety. For example, children swing on their chairs. All documentation is in place to support staff in promoting outcomes for children. The setting meet the needs of the range of children for whom it provides.

Leadership and management is good. The registered person has effective procedures in place to monitor the nursery education provision. These include regular staff meetings. Notes of the meetings give staff a point of reference. The setting receives visits from the early years consultants, any suggested improvements are actioned, such as improving planning. All staff benefit from the strong leadership and work well together to ensure children are progressing in their development and

learning. However, there is no formal appraisal system to identify and address any training needs staff may have. The registered person is very committed to continually improving the quality of the provision to ensure all children reach their full potential.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There have been no complaints since the registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve children's safety through vigilant supervision at all times

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop staff appraisals to effectively address any identified training needs.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website:

