



Poppins Pre School and Nursery

Inspection report for early years provision

Unique Reference Number	103725
Inspection date	07 July 2006
Inspector	Linda Patricia Coccia
Setting Address	Lampard Centre, Sally Port Gardens, Gillingham, Kent, ME7 5BU
Telephone number	01634 822451
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Registered person	Poppins Nursery
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?

Poppins Pre-school and Nursery opened in 1996 and operates from one room and a hall in a Community Centre on a housing estate. It is situated in the town of Chatham, Kent. A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 09.00 to 12.00 and from 13.00 to 16.00 for 38 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 52 children aged from 13 months to under five years on roll. Of these 26 children receive funding for nursery education. Children come from a local catchment area. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs eight staff, four of them, including the manager hold appropriate early years qualifications. The other staff are working towards their qualifications and will have completed their courses by the end of term.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children participate in effective personal hygiene procedures. They wash their hands after using the toilet, playing with messy play activities and before eating. The staff use good procedures when changing nappies. For example staff wear disposable gloves and nappies are disposed of directly into a disposal unit. Children participate in projects which help them to understand about germs and cross contamination. Children are aware of personal hygiene issues.

Children understand the benefits of a healthy diet as they participate in projects which help them understand about food and their bodies. The parents of the younger children in the morning group, bring in drinks for their children. However the children in the morning group do not have the same opportunities as those in the afternoon group, who have access to drinks which are readily available and children are able to pour them for themselves. Children may choose from a selection of fruit at snack time, and the older children in the afternoon group help to make their own snacks. Children understand about healthy eating.

Children use a good range of energetic, physical activities that contribute to a healthy lifestyle. They develop self confidence in their physical skills as they use a wide range of physical toys and equipment, from climbing frames in the park to exercising to music. Staff and children happily participate in these activities together. Children greatly enjoy their physical play.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment. There is plenty of space for them to move around and play freely both in and outdoors, within safe boundaries. Toys and equipment are checked regularly to ensure they are safe and appropriate for all ages and stages of child development. An effective daily risk assessment ensures potential hazards are identified and reduced, however it is not written down. The toys and equipment that the children use are appropriate to their ages, safe, checked regularly for hygiene and cleaned when necessary. The children are able to help themselves safely to all the toys as they are stored in child friendly shelving and cupboards.

Children learn about safety through gentle reminders and questions put to children about hazards. For example children were able to explain to staff why they shouldn't run around the playroom. They also develop a good awareness of safety through practicing emergency evacuation procedures regularly and discussing the reasons for this with staff. They learn about road safety by using a wall display to help them to enact different scenarios. Children are able to keep themselves safe.

There are well written, clear, concise procedures for dealing with child protection issues which help keep the children safe. The written information is shared with parents which ensures they have a good understanding of the group's role in protecting children. There are also good procedures to ensure children are collected by appropriate persons nominated by their parents. Children's well being is promoted.

Helping children achieve well and enjoy what they do

The provision is outstanding.

All children make excellent progress because the staff recognise the uniqueness of each child and plans individual care for each child with their parents, for example children's likes and dislikes are recorded. Close and caring relationships increase children's sense of trust and help them develop a strong sense of self. Some children like lots of one to one attention from the staff, whilst some prefer to act more 'grown up' and 'independent'. This is an extremely happy environment with lots of laughter and giggles. Children's individualism is catered for.

Children take part in high quality activities throughout the session. Two-year-olds are confident in the setting and in their relationships with each other and the staff. They play happily with each other and staff, learning to take turns and respond to others as they use playdough, games, and books. Staff awareness and good use of the Birth to three matters framework is improving children's achievements. They become confident communicators as they share ideas in their play, for instance using small world toys to make up imaginative stories and improve their communication skills in singing and musical activities. Children make connections in their learning as they freely explore sand and other different textures. Their regular use of a wide range of imaginary play equipment such as dressing up, and home corner, as well as creative equipment, encourages them to represent their experiences, feelings and ideas in a variety of ways.

Teaching and Learning is outstanding. Children are progressing extremely well towards the Foundation Stage, supported by the staff team's confidence and secure knowledge of the Foundation Stage. Planning is detailed and covers all areas of learning comprehensively in a full programme of activities. Children's achievement is clearly linked to the stepping stones. Staff use on-going observations well to plan the next steps for their learning. Skilful use of observation and assessment also means that all the children are challenged appropriately. Staff carefully adapt their questioning to reflect each child's stage of development. This helps them meet the needs of all children including those who have English as an additional language.

Children show a sense of belonging as they greet each other and staff on arrival.

They are actively involved in play and activities throughout the sessions. They have a high level of independence by freely selecting equipment for themselves. The three and four-year-old children show concern for each other and enjoy the responsibility of explaining daily routines to younger children and helping them find their way around the setting. Children's spiritual, moral, social and cultural development is fostered. Children are extremely skilful in their use of number and show a clear awareness of size. They enjoy stories and spontaneously sound out and find the letters for their names. They readily select books to share with each other or with staff. Children can concentrate on activities for long periods of time. They are confident to take risks in their learning, trying new and less familiar activities without fear of failure. The staff work diligently to inspire, praise and encourage children to try things for themselves and continue to practise to develop their skills.

Helping children make a positive contribution

The provision is good.

Children learn about the similarities and differences between themselves and others through toys, resources, well planned activities and staff input, which all help to promote positive images of diversity, gender and disability. The group has a special educational needs co-ordinator (SENCO) who co-ordinates any help for children with disabilities.

Children are well behaved, learn to share and take turns and understand the difference between right and wrong. This is because staff are good role models, support children according to their individual ages and stages of development and regularly praise their achievements and good behaviour.

Children benefit from consistency of care, due to staff and parents working closely together to support their needs. For example, parents feel staff are friendly, approachable and share information to ensure children's needs are met. The provider takes positive steps to ensure that parents are kept well informed about all relevant policies and procedures.

Partnership with parents is good. Parents of children receiving funding for nursery education feel they receive concise information about their children's progress, for example, through regular updates about their children's achievements. Curriculum plans are available with clear aims relating to the early learning goals. Information about what children learn from individual activities are displayed in activity areas. However, the group does not display information about the Foundation Stage for parents nor does it give them any individual information as their children start receiving funding. Parents reported that they feel fully involved with their child's learning experiences at the nursery.

Organisation

The organisation is good.

The group displays their registration document. The provider ensures that the staff

are suitable to work with the children through a robust recruitment and vetting procedure. All staff have been vetted and hold Criminal Record Bureau (CRB) checks. Staff are regularly monitored and supervised.

The group's organisational plan is readily available to all parents. It includes information concerning the Birth to three matters framework. Overall it is meeting the needs of the children and staff. The manager and most of the staff hold appropriate childcare qualifications to NVQ level 3. All staff hold current paediatric first aid course certificates. Children's records are well maintained, are confidential and stored appropriately. All Children Act regulations are met.

Leadership and management is good. The manager, who is employed by the parent's committee, has a clear vision of the type of care to offer to children to enable them to achieve well. She acknowledges that the new parent committee are inexperienced but has plans to help them to have a greater understanding of their roles by providing training through the Pre-school Learning Alliance (PLA). The new committee will need to review all policies and procedures to bring them in line with recent changes to regulations. Her organisation of the group ensures that staff and children work in a calm, absorbing atmosphere where learning is encouraged. She encourages staff to work as a team, contribute to the activity planning and take on individual responsibilities. For example, staff members are key workers who are able to work directly with parents. She offers them training opportunities to enhance their roles. The group's appraisal systems ensures that their comprehensive procedures are consistently applied and enables staff to review their professional development. Children benefit from highly qualified and skilled staff. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The nursery have followed a previous recommendation and now record arrival and departure times for both children and staff in the attendance record.

Complaints since the last inspection

In February 2006 a concern was raised in relation to National Standard 1 - Suitable Person.

The provider was asked to investigate. Following the submission of a report by the provider the outcome of the investigation was deemed to be satisfactory. The provider remains qualified for 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):

- ensure all children have the opportunity to help themselves to drinking water throughout each session.
- develop a daily risk assessment procedure which all staff can participate in and carry out.
- ensure all policies and procedures are reviewed and brought up to date by new registered body.

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):

- provide more written information about the Foundation Stage for parents of funded children.

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: www.ofsted.gov.uk