



Poppets Pre-school

Inspection report for early years provision

Unique Reference Number	115362
Inspection date	25 January 2007
Inspector	Christine Lynne Hodge
Setting Address	Upper Wickham Lane, Welling, Kent, DA16 3AP
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Registered person	Sandra Neate
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 is privately owned by Mrs Sandra Neate. The pre-school operates from St Michael's Church Hall in Upper Wickham Lane, Welling. The group has access to the church hall, a side room, storage rooms, kitchen and toilets. The outside area is not secure, but is occasionally used for directly supervised activities.

Children attend from a wide catchments area and the local community. The pre-school is open Monday to Friday from 09:30 - 12:00 and Monday and Friday from 12:15 - 14:45 term time only. They are registered for 35 children aged from three to five years for the morning sessions and 20 children aged two years nine months to five years in the afternoons. No more than 12 children under three years of age may attend the afternoon sessions.

There are currently 57 children on roll who attend a variety of sessions during the week. This includes 37 funded three and four year-olds. The group supports children with special educational needs and children for whom English is an additional language.

There is a team of eight members of staff, seven of whom are qualified in early years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well promoted throughout the setting. The premises are clean and well maintained. Children are learning the importance of good personal hygiene through effective daily routines such as washing their hands after going to the toilet and before snack time. A comprehensive sick child policy which excludes children who are unwell ensures that there is good protection from the spread of infection. The pre-school has an accessible, fully stocked first aid box together with five members of staff who hold a current first aid qualification. As a result children are cared for appropriately in the event of accidents occurring. Accident and medication records are efficiently maintained. Children take part in a wide range of daily activities which help them to develop their all round physical skills.

Children benefit from healthy snacks and drinks which include fresh fruit, raw vegetables, crackers and cheese milk and water. They take part in activities which help them to learn the importance of healthy eating and staff reinforce this by talking to children during snack time and during activities such as sandwich making. The pre-school has good procedures in place to ensure that children's special dietary requirements are adhered to.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, secure, child friendly environment. The hall is set out attractively with designated play areas which enable children to move around freely and safely. Regular risk assessments and fire drills are carried out to promote children's safety. Good security to the premises, together with effective procedures for the safe arrival and collection of children ensures that unwanted visitors cannot gain access to the building and children can not leave the setting unsupervised. Children are learning about keeping themselves safe through various activities and themes such as road safety and through gentle reminders from staff about the dangers of running in the hall and playing incorrectly on the climbing frame. Furniture, equipment and play resources are in good condition and meet the needs of the children attending the group.

All staff have attended child protection training and are clear about their role and responsibility for reporting and recording concerns however, the named persons for dealing with child protection issues are not entirely clear about when and when it is not appropriate to talk to parents before making a referral to Social Services.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time spent at the pre-school. They are happy and confident and enthusiastically take part in a wide range of well planned activities which help to promote all areas of their development and enjoyment. During the free play session children can make independent choices from a good variety of resources and activities which include an appropriate balance of child led and adult directed activities. Resources include the well equipped role play area, various construction, small world, the book corner, various creative activities, the writing and maths areas, the computer, physical play, play dough and sand as well as themed activities. Children are very sociable and are developing good relationships with adults and each other. Staff use the Birth to three matters framework to plan activities and to record the development of children under three years old and the Foundation Stage for children three to five years.

Nursery Education.

The quality of teaching and learning is good. Adults demonstrate a good understanding of the Foundation Stage and that children learn through play. Staff work well as a team to plan a wide range of purposeful activities which are clearly linked to the early learning goals. Staff sit with children at activities to extend their play and learning and use lots of open ended questions to help extend their language development. Staff also ensure that children are allowed time to initiate and develop their own play and activities. For example, children have great fun playing hair dresses in the role play area. Daily routines and activities are used to help children learn colours, letters, numbers and shapes although opportunities are missed during snack time to extend children's math development. An effective rising five group ensures that older and more capable children are stretched to their full potential. An efficient keyworker system is in place with good procedures for observing and recording children's progress and moving them on to the next steps in their learning.

Children's personal social and emotional development is progressing well. Children play cooperatively together in small groups but also enjoy playing on their own. They are confident in making independent choices and enjoy learning. Children are developing their self help skills by taking themselves to the toilet and washing their own hands and by pouring out their own drinks at snack time. Children are well behaved and clearly understand the pre-school rules.

Children are developing good language and listening skills and use these well to organise their own play in the role play area. They enjoy talking to adults about real life situations that happen at home. For example, a three year old child confidently tells the inspector that her mummy is having a real baby. Children enjoy singing familiar songs and listening to stories in the book corner. Children have good opportunities to practise their writing skills using a wide range of resources on the writing table. Children are encouraged to write their names on their work and recognise their names on name cards before snack time. However, name cards are not readily accessible for children to copy in the writing area.

Children take part in a variety of activities which are supporting them to develop appropriate early maths skills. The designated maths table and number displays around the hall encourage children's awareness of numbers. Children are proficient in using a range of computer

programmes for sequencing, matching, counting, shape, size and number recognitions. During planned activities staff use positional language such as on top, underneath, behind, below next to. Some opportunities are missed at snack time to extend children's understanding of volume and quantity.

Children's creativity and imagination is well explored through a good range of activities and resources. Children have great fun singing and dancing with good interaction from staff. They use a range of collage and junk resource for creating their own art work and thoroughly enjoy using the well equipped role play area to extend their imaginations.

Children have regular access to the computer which is well supported by staff. Children take part in themes and activities that help them to learn about the environment around them and the wider world. For example, the current theme is Where I Live and Getting Around. Outings to a local farm and walks around the church grounds help children to learn about growing and nature.

Although the pre-school does not have regular use of the outdoor area, children have good opportunities to take part in daily physical play activities that help them to develop their all round physical skills. Children have good spatial awareness and develop their large motor skills by climbing up and down the climbing frame or slide, peddling on bikes, dancing and playing physical games. Children develop their fine motor skills by using a wide range of resources such as play dough tools, pencils, paint brushes, the computer mouse, scissors, and various construction activities.

Helping children make a positive contribution

The provision is good.

Children's individual needs are well met throughout the setting. The pre-school welcomes children from all faiths and cultural backgrounds and provides good support to children with special needs and English as an additional language. An effective settling in policy helps children to separate from parents with as little distress as possible. Detailed child information forms ensure that staff are familiar with each child's background in order to care for their individual needs. The group has two named Special Needs Coordinators who work closely with outside agencies to support children with learning difficulties and disabilities. Children are learning about diversity and disability through themed activities and a good range of positive image play resources which include small world, dolls, puzzles, books and role play resources. Children's spiritual, moral, social and cultural development is fostered.

Staff act as good role models. They are kind and caring and offer lots of praise and encouragement to promote children's self esteem. As a result children relate very well to adults and are happy and well behaved. They enjoy playing cooperatively together, sharing and taking turns.

Partnership with parents and carers is good. New parents are provided with an information booklet which contains comprehensive details about the pre-school together with good information about the Foundation Stage curriculum. A notice board in the foyer also provides parents with details about the curriculum and explains what children are learning from each of

the six areas of learning. The notice board also display the groups certificates and keeps parents up to date with events and the weekly planning. There are effective systems in place to keep parents informed of their children's progress. For example, parents can book appointments to come into the group during the session to speak to the keyworker and more formal open evening and days are arranged during the year.

Organisation

The organisation is good.

Children benefit from an experienced and enthusiastic staff team who are committed to attend further training in order to up-date and extend their childcare knowledge. Staff work well together as a team to provide children with a stimulating environment where they can play safely and enjoy learning. Play space and resources are well organised and children benefit from good levels of support. Rigorous recruitment and checking procedures are in place to ensure that all adults working with children are suitable to do so. The pre-school has all legally required documentation required for the safe and efficient management of the provision. The comprehensive operational plan includes a full set of policies and procedures which help to promote children's care and learning. Children's records are stored confidentially and shared with parents as required.

Leadership and management are good. The pre-school manager and her deputy work well together to support the staff team. Regular team meetings take place to evaluate the group's strengths and weaknesses and to discuss staff's training needs. The consistent staff team have a good knowledge of the Foundation Stage and are all involved in planning activities. They are working continuously to improve the quality of care and education for children by taking advice from the Early Years Advisor and by attending regular training courses.

The setting meets the needs of all the children for whom it provides care and education.

Improvements since the last inspection

At the previous inspection the pre-school was set five recommendations which have all been addressed. After using the toilet and before snack time children are provided with liquid soap and paper towels for hand drying to promote their health and hygiene. Tables and chairs are child sized to enable children to sit comfortably and to reach equipment. Children are provided with a range of healthy snacks in order to develop their health, growth and development. The group has updated the operational plan to ensure that all areas of practice are clearly defined and an effective system for planning for children's next steps in their learning is now in place.

Complaints since the last inspection

Since the last inspection there have been there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint 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 that the procedures for talking to parents about child protection concerns are in line with the Local Safeguarding Children's Board

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):

- review the use of snack time to extend children's maths development
- provide name cards on the writing table to increase children's opportunities for writing their own name

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk