



Poppyfields Kindergarten

Inspection report for early years provision

Unique Reference Number	EY332195
Inspection date	09 February 2007
Inspector	Rebecca Hadley
Setting Address	Crestwood Park Primary School, Lapwood Avenue, KINGSWINFORD, West Midlands, DY6 8RP
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Registered person	Poppyfields Daycare
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

Poppyfields day care has been registered since 2006. It operates within the reception class at Crestwood Park Primary School in Kingswinford. The provision offers a kindergarten, breakfast and after school clubs and a holiday club. The kindergarten operates Monday to Friday, term time only, from 09.00 to 11.30, 11.30 to 12.45, and 12.45 to 15.15. There are 70 children on roll and the setting offers sessional, full day care and wrap around care for three and four-year-olds, there are 21 children who are in receipt of funding for nursery education. The breakfast and after school clubs operate Monday to Friday from 07.45 to 08.55 and 15.15 to 18.00 during term-time only. The holiday club operates from 07.45 to 18.00 during school holidays. Children may attend for a variety of sessions.

The group is registered to provide care for 24 children from three years to under eight years of age. Children up to 11 years also attend. The club receives support from the local authority

early years department. There are five staff who work with the children. Three staff hold early years qualifications to National Vocational Qualification Level 3 and two staff are working towards a recognised childcare qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well promoted and the setting takes steps to ensure that children are protected from the risk of infection. Positive steps are taken to prevent the spread of infection when children become ill and the policy clearly states the exclusion period for sickness. Children are developing a good understanding of health and hygiene practices. They brush their teeth and understand that they wash their hands at appropriate times throughout the day to get rid of germs. The children's individual health care needs are well met because sickness, medication and accident records are in place.

Children are well nourished and their individual dietary requirements met. Children at the breakfast club enjoy a healthy start to the day with cereals, semi skimmed milk, toast and fruit juice. Children who attend after school are encouraged to try different foods from around the world and they talk about the countries that the food comes from. Younger children help themselves to a variety of fresh fruit such as oranges, bananas, kiwi and apples. Children are well hydrated because fresh drinking water is readily accessible at all times and they are able to help themselves to a drink of milk which is stored in a fridge. Snack and mealtimes are relaxed, social occasions when children sit together around the table to enjoy their food and each other's company. Independence is fostered as children serve themselves and make their own pizzas and younger children are encouraged to peel their own fruit and put the peel in the compost bin.

Children enjoy very good opportunities to experience physical activity and develop their skills. They are able to access the outside area at any time where they experience a range of activities such as using bikes, scooters, balancing logs, a parachute and climbing equipment. This enables them to develop their confidence on a wide range of equipment that provides challenge. Children thoroughly enjoyed playing in the snow, building snow men and throwing snow balls.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are very well cared for in premises that are very well presented, and maintained in good condition. Rooms are brightly decorated and children's work is displayed. Every child is welcomed individually as they arrive and they happily run to staff to talk to them. For example, children excitedly run to tell staff about the snow and that they had built a snowman. Children have access to a wide range of equipment that is suitable safe and well maintained. Children enjoy using a wide range of toys and resources, suitable for their ages and stages of development. Activities are set out to enable children to easily and safely select resources for themselves. They have space to play freely, to be active, quiet and rest according to their individual needs.

Children are kept safe because the premises are secure and the outdoor area is fully enclosed. The procedures for the arrival and collection of children are very well managed to ensure that they are kept safe. Staff are aware of safety standards and equipment is checked every time it is used. However, their safety is potentially compromised as the risk assessment does not include all areas used by the children. Children are developing an understanding of how to keep themselves safe and they can explain to staff when asked why certain situations might be dangerous. For example, a member of staff asks two children who are running "Why don't we run"? They immediately answer "Cus we'll fall and hurt ourselves".

Children's safety and welfare is further protected as staff demonstrate very good understanding of child protection policies and procedures and the action that they should take in the event of a concern about a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident, well settled, happy and comfortable in their environment. They benefit from the good knowledge of child development held by the staff which is used to help the children progress in all areas of development and learning. Positive interactions can be seen between children and adults. Children thrive in the happy friendly atmosphere and say that they enjoy attending the setting. They actively seek out staff to join in their games or for a hug. Children enjoy a very good range of exciting and stimulating activities such as light boxes, discovery activities with natural materials, construction, sand, water, arts and crafts, role play and a puppet show.

Children in the out of school and holiday groups enjoy an exciting range of activities such as visits from the animal man, trips to Broadfield house to look at local heritage such as glass blowers, drama workshops, making puppets, face painting and making a spiders web outside from skipping ropes. Staff have attended a games workshop and have implemented new games for children to participate in and enjoy.

Nursery education

The quality of teaching and learning is good. Children are making good progress because staff are enthusiastic, and motivated and have a clear understanding of the Foundation Stage, stepping stones and early learning goals. Planning is in place although this has only just been implemented as the setting has only recently begun to care for children who are in receipt of nursery education funding. Staff explain how they ensure that the planning provides a broad range of practical activities that cover all areas of learning and they are aware of the importance of maintaining and developing this to ensure positive outcomes for children are obtained. Staff help children to consolidate and extend their learning. They have developed good relationships with the children, sit with them during the activities and ask open-ended questions to encourage children to think. They extend activities and take advantage of all situations to help children to learn. For example, children build a snowman in the snow and explore whether it is cold. Staff extend the activity to put snow in the water tray and children observe what happens as the snow gets warm and melts. Good use of time and resources helps the children's learning.

They are able to access all activities independently, make choices within their learning and have time to complete activities at their own pace.

Assessment of the children's learning is not currently being implemented as staff are taking time to get to know children individually before starting this. Procedures and discussions with staff show that they will ensure that assessments and observations of children are pertinent to what the child is actually learning and will be used when planning activities. However, assessments will need to be implemented in line with these discussions to ensure that each child moves forward at a pace suitable to their individual needs.

Children are interested, excited and motivated to learn. They are confident to try new activities such as making worry dolls and happily select the items they need for themselves. They maintain attention, concentrate and sit quietly when appropriate. Children are very confident, they happily come into the setting even though they have only been attending for two weeks. They are proud of their achievements and happily show what they have made to their peers. They work harmoniously with others for example when working together to balance objects and when playing with the dinosaurs. They interact well with staff often seeking them out for help or to join in their games. For example, one child takes a Doctors kit to a member of staff and says "I want to do this but I've got nobody to be poorly with". The member of staff immediately sits with the child and lets her give him "injections" and "medicine" to make his arm better.

Children use speech to organise and explore real and imagined experiences, ideas and feelings. For example, one child tells staff about a snowman he has made at home on the previous day and other children pretend to be the three little pigs and act out the story with puppets. Children are beginning to understand that print carries meaning and is read from left to right. They enjoy looking at books either individually or with their peers. They recognise the name of the author at story time and join in familiar stories, excitedly shouting out familiar words. Children attempt writing for a variety of purposes such as making shopping lists in the role play area and tickets for the puppet theatre. They are able to access several writing areas around the room and are beginning to write their names on pictures they have painted or creations they have made.

Children say and use numbers in familiar contexts. Most children are able to count to 10 and some beyond and they are beginning to recognise numbers from displays around the room. Children use number in a meaningful context and understand that numbers represent sets of objects, for example, when counting crystals and stones and when telling the story of 'The three little pigs'. Children are beginning to show a developing understanding of addition and subtraction through practical activities such as number and finger rhymes for example, Five little monkeys. Children use language to describe and compare shape, position, size and quantity. For example, one child knows that a member of staff has long hair when he draws her picture and says "My Mummy's got short hair". They talk about, recognise and recreate simple patterns. One child can recognise that his top is stripy and the same as the person in a picture wearing a striped shirt. They are able to name shapes such as squares and circles and sort stones into different colours and shapes.

Children investigate objects and natural materials such as coconuts, cinnamon sticks, crystals, pine cones and dried fruit. They look closely at similarities, differences, patterns and change

and use a light box to experiment with writing and to look at shapes on transparent paper. They are beginning to look at why things happen and how things work. For example, they put white carnations into plain and red coloured water to see if the flowers change colour and watch snow melt into water. Children use information and communication technology and programmable toys such as a computer, telephones, a till to take the money for the puppet show and a microphone to hear their own voice all of which support their learning. They find out about past and present events in their own lives and those of their families and other people they know. They talk about before electricity when there were no lights except candles and can say where their parents work "My Daddy works in a greenhouse". Children observe, find out about and identify features in the place they live and the natural world. They look for fox prints in the snow and explore the small world area in the discovery room which is made into a jungle with wild animals, logs, masks, and musical instruments. They talk about the dark, shut their eyes and imagine what they would see in the sky if it was night time "The moon" "stars" and "lightening".

Children show an awareness of space for themselves and others. They can sit in a space and kick their legs to a song, taking care that they do not kick each other. They can copy moves made by a member of staff such as clapping, raising arms and legs and turning round. Children recognise the importance of staying healthy. They understand that eating fruit helps them to grow big and strong and they look at posters which display health foods. They can use a range of small and large equipment, such as scissors, cutters, paintbrushes and knives for spreading butter and handle tools, objects, construction and malleable materials safely and with increasing control. They can pour their own drinks and peel fruit including satsuma's and bananas. Children are able to be creative, expressing their own ideas and thoughts through art, music, and imaginative play. For example, when in the role play area or putting on a puppet show. They use their senses and imaginations to create their own work and to communicate their feelings. Children use a wide range of materials and tools such as free painting, chalk rubbing and junk modelling to help them to express their creativity. They recognise and explore how sounds can be changed, and sing simple songs from memory. They explore different instruments in the music area and look at how music is written and try to copy it on music scores.

Helping children make a positive contribution

The provision is good.

Children are treated with equal concern and are highly valued and respected as individuals. They have good opportunities to develop an understanding of the wider society because the setting introduces the children to the wider multicultural society and provides a range of resources and activities including displays of other faiths such as Muslim and Buddhism. They make Guatemalan worry dolls, dress up in clothes from around the world and enjoy the role play area which has been changed to a Chinese restaurant with chopsticks and Chinese cooking utensils. Children's individual needs are identified and met extremely well. Children with disabilities are very well supported and strategies such as working with outside agencies are in place to identify and support children with individual specific needs. Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is good in proportion to their level of understanding and maturity. This is because staff create an environment that encourages children to respect boundaries and begin to control their own behaviour. They are beginning to learn simple manners such as saying please and thank you and older children have written their own club rules and add to them if they wish. Children understand clear and consistent guidelines and expectations of behaviour. Staff are good role models and promote children's confidence and self-esteem through positive praise and encouragement.

There are good partnerships with parents which helps them understand the settings aims and practices. This promotes the learning and welfare of the children. Parents are welcomed into the setting and are invited to spend time with their children at the start of every session participating in activities. Parents are provided with information about the setting through a prospectus and notice board. Children are sent a letter welcoming them to the group and a special badge to wear when they start. A visit from staff to see children in their own home environment ensures continuity between home and the setting and helps children to settle easily. Information is passed to parents verbally on a daily basis and parents happily come into the setting and chat to staff about their child.

The partnership with parents and carers is good. They receive information about their children's educational progress through daily conversations with staff. Parents are well informed about their child's nursery education and the Curriculum guidance for the foundation stage through a notice board and the prospectus. A copy of the planning which relates to the areas of learning is displayed for parents to see. Parents skills and expertise are valued and sought and the nursery respect the contribution parents make to assisting their child's learning at home.

Organisation

The organisation is good.

The registered provider demonstrates a good knowledge and understanding of the need to inform Ofsted of any significant changes. The kindergarten offers a warm and welcoming experience where children are happy and settled. Children's care is further enhanced by good organisation and resources to support and extend their development and learning. Staff are highly motivated and effectively deployed to ensure that children receive a high level of care and attention. They regularly attend training to further their knowledge and expertise to ensure that children's needs are fully met.

Detailed documentation is in place and regularly reviewed to ensure that requirements are met.

The leadership and management of the setting is good. Ongoing training for staff supports children's development and learning. There is a clear system to monitor the quality of teaching and learning and to ensure that children are making effective progress. Staff meet daily to evaluate activities. They assess their own strengths and weakness and have set goals to help them achieve their objectives. Management and staff are dedicated and enthusiastic and work very well together. They are totally committed to providing a high level of care and education for children and are constantly looking at and implementing ways to move the setting forward. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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 complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 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):

- continue to develop risk assessments to cover all areas used by children.

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 planning to cover all areas of the curriculum and assessment to ensure that children continue to make good progress in all areas of learning.

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