



Poppies Pre-School

Inspection report for early years provision

Unique Reference Number	EY292576
Inspection date	24 June 2005
Inspector	Virginia Cooper
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Registered person	Rita Ann Cooper
Type of inspection	Integrated
Type of care	Full day 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?

Poppies Pre-School opened in 2004. It operates from two rooms in a church in Weedswood, in Chatham. The group serves the local area.

The group opens five days a week during school term times. Sessions are from 09.00 until 11.30 from 11.30 until 12.30 for the lunch club.

There are four full time staff who work with the children. Half of the staff have early years qualifications to NVQ level 2 or 3.

The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The youngest children are learning to control their own bodies and are gaining physical skills. Most children use controlled movements when using the slide and the bikes; they show good co-ordination when jumping, running and balancing.

Children fine motor skills are developing well; they competently use a variety of tools to mould the play dough, scissors and paintbrushes. They make good choices when selecting equipment. Their hand and eye co-ordination is good; they easily pour water between utensils in the water tray.

The environment is organised in a way that helps children move easily between activities.

Adults anticipate what children want and take notice of their body language, this results in children getting adult help, comfort and security when it is required and increases their confidence.

Children play outside in the large garden regularly, they enjoy the sand and water play and experiment mixing them together. They notice that the bark of the trees change colour when they pour water over it.

Infectious children do not attend thus preventing the spread of contagious ailments. Children's parents are contacted if they are taken ill or there is a serious accident. Most staff hold a current first aid certificate so they are able to administer first aid in the event of an accident.

The children are learning about good hygiene procedures, they understand the importance of washing their hands before they eat and after using the toilet.

The children are being strongly encouraged to choose a healthy lifestyle. The staff have arranged for other professionals to visit the pre-school to talk to the children about head lice and how to look after their teeth. Parents are also invited so that this learning is a shared experience and they can consolidate what the children have learnt at home.

Staff record children's dietary requirements, to ensure children do not eat any inappropriate food. Children eat healthy snacks, for example oranges and apples and have a choice of milk or juice. They try foods they are unsure about to see whether

they like something before they can say that they do not.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from playing in a spacious well organised environment, this allows them to move around and play safely. They have easy and safe access to a good range of toys and resources appropriate for their age that are carefully selected to ensure they are suitable for children.

Staff undertake a detailed and documented risk assessment each year; visual checks of the premises are carried out each day. The checks ensure children are kept safe and deal with any problems with the environment immediately.

Children take an interest in their own safety and have recently made posters about safety for a competition. A child from this group won a prize and everyone celebrated his success.

Children's awareness of safety develops with good staff interaction, for example, they remind them to walk carefully, and to use scissors safely.

Staff closely supervise children playing outdoors to keep them safe. The garden is fully enclosed and checked before children go out play.

The staff understand their responsibility to protect children from harm, and procedures are in place to follow if they have concerns about a child in their care. The owner and staff are clear what procedures to follow if a child was lost or a parent did not collect, but there is no written procedure.

Helping children achieve well and enjoy what they do

The provision is good.

The staff have a good understanding of child development and children are provided with activities and resources that are varied, age appropriate and interesting.

Staff nurture the youngest children. They enjoy a strong relationship with their key worker. Children investigate their surroundings and use their imagination. They communicate successfully with peers and staff and are confident enough to make their preferences known.

Children have considerable choice about what they want to do. Staff arrange the environment to allow children to move easily from activity to activity.

Children play co-operatively with one another. They demonstrate empathy with others. They successfully make friends.

Nursery Education

The quality of teaching and learning is good. Staff have a secure knowledge of the Curriculum guidance for the foundation stage and seize opportunities throughout the session to progress children's learning with skilful questioning. Children experiment using new skills but staff provide help when appropriate. Key workers adapt the activities to address children's individual learning requirements, however the plans do not include differentiation and some of the more able children may progress more quickly.

Children's progress is recorded and this information is shared with parents.

Children explore their emotions especially at story time when they identify with characters in books. They take interest in their play and learning new skills excites them. Children have a good understanding of what is right and wrong and staff help them understand the effect undesirable behaviour has upon others. They are becoming independent and work alone and in a group.

Children like to chat with each other and the staff, they are confident to express their thoughts, likes and dislikes. They have a love of books, they use books for enjoyment and to locate information and practise early reading skills. They recognise repeated text and phrases and are becoming familiar with the names and sounds of letters. They recognise their own names and have many of opportunities to practice these skills.

Children count regularly and most can count 1 to 9. They are familiar with mathematical language about size, quantity and position. Most children can recognise and name different shapes. The opportunities to make calculations are less frequent.

Children discuss and review what they have done in the past and what they will do in the future. They are familiar with the routine of the day and have a sense of time. They have the opportunity to play with technological toys and experiment how things work. They are able to experiment whilst they play and particularly enjoy making things. They choose from a range appropriate materials and tools to complete a project of their own choice. Children learn about their own cultures and beliefs and those of other people.

The children use their imagination and regularly undertake role-play. They thoroughly enjoy mixing paint and discovering what colours they can make. They love to sing and enjoy familiar rhymes and regularly explore rhythm, tone and pitch using a variety of musical instruments. They are encouraged to taste new foods at snack time.

Children learn about their bodies and healthy lifestyles and this learning is enhanced because parents attend too. They learn how to use a variety of tools, for example when they make things out of play dough. Most use scissors competently. They are thrilled when they achieve a new physical skill like pedalling a bike. Staff sometimes undertake tasks that the children can manage themselves for example pouring their own drinks at snack time.

Helping children make a positive contribution

The provision is good.

Children enjoy a sense of community; they visit the local primary schools that they will attend next, and like to discuss these shared experiences. When they are all together at registration time, they remember children and their families who are not present. They regularly discuss their family news; for instance, when their mummy is expecting a new baby.

Partnership with parents is good. They often visit the group; they are encouraged to take an active role in their children's learning. This results in children being able to talk about their experiences and parents truly understanding what occurred. This enables them to talk meaningfully with their children.

Children celebrate their success and achievements. This gives them a sense of pride and develops positive self-esteem. Children's individual needs are considered and children with special needs are included in all activities. Provision of additional support is forthcoming when necessary, to ensure that all children benefit from the activities.

Children are very keen to show their development files to visitors and their parents; the photographs bring back happy memories for them of what they have done.

Staff manage children's behaviour effectively. They use strategies that are age appropriate. Children understand what is fair. Staff help children learn to share and negotiate with one another. Positive behaviour is encouraged. Children understand that pre-school and their parents are united and working together.

Spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The owner and staff work well as a team, they collaborate on the plans to ensure they include activities to cover their key children's next steps in learning. They are all aware of their responsibilities towards the children and therefore the children's welfare is always the priority.

When the owner requires guidance or advice, she contacts the local Early Years Development and Childcare Partnership. They have helped her since she opened with her organisation and documentation.

The owner intends to introduce a staff appraisal system in the very near future; this is carried out informally now.

Policies and procedures relating to all the National Standards have been written and parents are encouraged to read them. Parents sign after seeing them so that staff can ensure that all parents read them. These procedures ensure good care of the

children by clarifying to staff and parents the standard of care that is expected.

Staff update their knowledge ensuring children benefit from the latest developments in childcare.

All required records are in place except the policy for lost or uncollected children; however, staff know the procedure they will take in these circumstances. Confidentiality is observed.

The leadership and management is good. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints since the last inspection.

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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 children are protected from electric sockets in all rooms
- consider issues of cross infection when washing children's hands before they eat
- ensure children are protected when free standing heaters are used
- write the procedures to be followed if a child is lost or is not collected by a parent

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 opportunities for children to make simple calculations
- include differentiation in the activity planning

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