

Little Poppies Pre-School (Royal British legion)

Inspection report for early years provision

Unique reference number	EY371611
Inspection date	05/02/2009
Inspector	Justine Ellaway
Setting address	Poppyfield Drive, Mickleover, DE3 9GQ
Telephone number	07789393172
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Little Poppies Playgroup opened in 1989. It is situated on the Royal British Legion site, Mickleover, Derby and moved to its current premises in 2007. The playgroup is open each weekday from 08.00 to 16.30 during term time. All children share access to a secure enclosed outdoor play area.

The playgroup is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 35 children may attend the playgroup at any one time. There are currently 50 children on roll, all of whom are within the early years age range. The playgroup provides funded early education for three and four year olds. The playgroup currently supports children with learning difficulties and/or disabilities.

There are seven members of staff, six of whom hold appropriate early years qualifications to at least NVQ Level 3. One member of staff is working towards the Early Years Professional Status.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are happy and comfortable in the setting and in general, their welfare and learning and development are effectively promoted. The needs of children are suitably supported to ensure that all children are valued and included. Positive relationships are built with parents, but links have not yet been made with other settings that children attend in order to promote continuity of learning. Systems to monitor and evaluate practice and identify areas for improvements have been devised and are beginning to have a positive impact on the quality of the learning and development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve systems used to make decisions on the suitability of staff so that they use evidence from the range of sources detailed in the EYFS Statutory Framework and that records of these checks are maintained (also applies to both parts of the Childcare Register)
- make sure that all practitioners have an up-to-date understanding of safeguarding children issues and are able to implement the safeguarding children policy and procedure appropriately (also applies to both parts of the Childcare Register)
- review staffing arrangements so that they are organised to meet the individual needs of all children, with particular reference to the transition between activities
- develop further the assessment systems to identify learning priorities and plan relevant and motivating learning experiences for each child; and share

the information from the records with other settings that children may attend

To fully meet the specific requirements of the EYFS, the registered person must:

- carry out a full risk assessment for each type of outing (Safeguarding and promoting children's welfare)

25/02/2009

The leadership and management of the early years provision

A dedicated team of staff work well together to create a positive, friendly environment for children. A high proportion of staff are qualified in childcare and they attend relevant training courses to develop their knowledge and skills in areas that relate to the children they are key workers for. This positively benefits all the children who attend. Staff communicate well with each other during the session, consistently ensuring that practices are followed, for example, always locking the door to prevent children escaping. All of the required policies and procedures are in place and the required information is gathered and recorded to promote children's welfare.

Staff are usually effectively deployed throughout the session and are proactive in joining a group of children to extend their learning and development, or involving a child to ensure that they are all engaged. All staff are familiar with the needs of the children, such as their interests and whether they have any additional needs. They work well together to support children to feel valued and included.

Systems to ensure children's safety are mostly in place. A member of staff greets children as they arrive and ensures they go safely into the main room. A risk assessment has been completed for the premises and staff are vigilant about supervising children. However, a risk assessment has not been devised for any local outings that the children go on to ensure their safety is fully promoted outside of the building. Whilst the safeguarding children policy contains appropriate information about how to deal with an allegation against a member of staff, not all staff are fully familiar with the content of this to ensure children are suitably safeguarded. Additionally, systems to establish the suitability of staff at the time of appointment and on an ongoing basis have not been sufficiently developed to fully promote children's safety and welfare.

Whilst the self-evaluation system the setting uses is in its early stage of development, the information recorded to date is relevant, honest and realistic. All staff have been involved in this process and therefore have a sound awareness of the areas for improvement. Links with parents are continuing to be developed, with information shared about what individual children can do to support their learning and development. Systems to share information with others settings where children attend have not yet been implemented, although the setting has been proactive in seeking external support to enable this to commence.

The quality and standards of the early years provision

Children are making suitable progress towards the early learning goals. The friendly, calm and positive atmosphere supports children to feel comfortable and to learn in an enjoyable environment. Children settle well and make friends as they play in small or large groups. They relate well to the interaction from staff, and enthusiastically join in with activities, often for sustained periods of time. Small group activities are organised to give all children the opportunity to participate, with support if required. Staff are effective at using explanation as well as appropriate questioning to stimulate children's thinking and learning. As children sort shapes into different sizes, they discuss what size they are grouping them into and staff introduce new words, such as medium or middle-sized, to extend their learning.

Staff have been successful in adapting the planning to find a system that they all understand and that is effectively meeting the needs of children. All areas of learning are covered regularly, learning intentions are delivered, differentiation is identified for the different activities and observations are undertaken frequently. Key workers take responsibility for observing their own group of children, which promotes consistency and helps children to feel secure. Learning priorities are sometimes identified for individual children. However, currently they are usually identified in relation to age rather than a child's specific stage of development to ensure that their learning is always fully promoted.

Children engage in a varied range of opportunities to learn about their own safety. External visitors talk to the children about relevant issues, such as how to stay safe on a bike or a scooter. Staff use clear and simple explanations during play, to explain why some equipment is not always available. This is frequently linked to activities, so that different dangers can be discussed, such as fireworks when talking about bonfire night. Children demonstrate a sound understanding of their own safety and follow the rules of the setting carefully, for example, always walking indoors and handling tools carefully. Discussions that support children learning about being healthy take place at snack and lunch time when they talk about the healthy foods they eat. Or after physical exercise when they talk about how they feel.

Children enjoy the freedom during free play to choose what they are going to do. This is interspersed with adult-led activities to provide a suitable balance. On occasion, the transition between certain activities means that children wait several minutes before everyone is ready or the activity is set up. This impacts on children's enjoyment or achievement at these times. Even at these times, children behave well and do not disrupt others. They understand the expectations as they are explained by staff. Children show consideration for others when playing and are friendly and polite to their peers and staff. Staff show that children are valued by listening to what they say, making positive comments and displaying any work they do.

Children enjoy spending time in the creative area, using the different materials and resources to create different art work and several children spend time perfecting

theirs until they are satisfied. Children have a suitable range of activities to develop their large and small muscle skills. They are usually able to play outdoors, and staff take advantage of the environment surrounding the setting to take children on walks. Children are beginning to handle small tools and resources with control. They thoroughly enjoy listening to stories and listen avidly when a member of staff reads to a small group of them, using props to enhance their enjoyment. Opportunities to learn about their environment and the wider world are provided through planned activities such as going on a walk to the local shop and looking at different festivals throughout the year.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report in relation to safeguarding children 25/02/2009
- take action as specified in the early years section of the report in relation to the suitability of adults 25/02/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report in relation to safeguarding children 25/02/2009
- take action as specified in the early years section of the report in relation to the suitability of adults 25/02/2009

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since 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.