

Poppets Pre-School

Inspection report for early years provision

Unique reference number EY312462
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Inspector Christine Coram

Setting address Regent Centre, 51 High Street, Christchurch, Dorset, BH23
1AS
Telephone number 0776 1126210
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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

Poppets Pre-School is privately owned. It opened in 2005 under the current ownership and operates in the basement hall within the Regent Centre in Christchurch, Dorset. Children have access to a wooded outdoor play area adjacent to the centre. The setting is situated in the main shopping area of the town. It is open each weekday from 09.00 to 12.00 and from 12.30 to 15.00 during school term time.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 22 children may attend the setting at any one time. There are currently 59 children aged from two to under five years on roll. The setting currently supports a number of children with learning difficulties and/or disabilities.

There are eight members of staff, seven of whom hold appropriate early years qualifications to at least level 2. Of these, two members of staff are currently undertaking further training. The setting provides funded early education for 38 three- and four-year-olds.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. Children flourish in the wonderfully stimulating setting. The adults understand and meet the children's individual needs with great skill and commitment. They value each child and focus on promoting their learning and development from their varied starting points, and taking account of the abilities and stages of development. The manager and the staff team are hugely motivated to continually increase the quality of the children's experiences and review and evaluate all aspects of their work.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop the system for liaising with other settings that the children attend to ensure that children's development and learning are promoted consistently

The leadership and management of the early years provision

The setting has a range of highly effective methods to assess the provision and very realistic plans to continue to improve. These include feedback sheets completed by the parents and an extremely detailed assessment of how each of the outcomes for children will be improved.

A high proportion of members of staff hold childcare qualifications and ongoing training is a high priority. Staff are particularly clear about their roles within the session and respond instantly to requests from the manager. They are from varied childcare backgrounds, providing an excellent range of experience and they support each other well. The manager values her team and is conscious of their joy in working with the children and the impact of this for the children.

The partnership with parents and others is excellent. Parents state that they are extremely happy with level of communication between themselves and the setting and feel that their views are valued. They are supremely complimentary about the setting and staff and prepared to travel some distance to access a setting of this quality.

The adults adhere to stringent safeguarding procedures and protect the children very carefully. Examples of this include the alarms used on the doors to alert staff if the doors are opened so that they would know if anyone enters or if children try to leave the room. They also make extremely good use of a whiteboard for noting the names of the children as they arrive and go home. They write up any allergies or health needs amongst the children present so that they all have easy access to this information. A junior member of staff preparing snack also checks with the manager to make sure that he is able to use all the snack items on that day.

The quality and standards of the early years provision

Children flourish through the wonderful balance of adult-led and child-initiated play. For example, the setting is following the theme of 'monkeys' and so the staff set out a large tray with bark, soil, raffia and sand. They place animal figures in the tray and have a range of other resources to hand. They then follow the children's initiatives and support them in making trees and deciding how the play will develop. The routine is also based on the needs of the children on that day. For example, the manager identifies when free play is coming to a natural end and gives children five minutes warning before ending this session. A member of staff needs to move some toys for safety reasons and supports children in building a house in another area. Staff frequently ask them what they need and how they could build it. The activity, which was entirely child-led, became a large construction exercise with much use of problem solving, imagination and skills.

The staff carefully assess each child through observation and accurately evaluate their areas of strength and those that they will focus on next to promote development. The manager and staff team then decide on the learning objectives for the term and the key persons make sure that the needs of their group of children are fully included.

Staff create a superb learning environment that is stimulating and exciting for the children. They also make excellent use of the outside area, encouraging role play, giving children freedom to explore and experience nature. Children clearly enjoy this area and demonstrate the same enthusiasm as they rush to activities on arrival at the setting. They are keen to engage with staff, answering questions and contributing to stories both in large groups and one-to-one with adults.

Staff are extremely vigilant as they promote the safety and health of the children. For example, they routinely use hand gel after toileting children and before preparing snack. Children learn to take responsibility for their own hygiene through discussion about cleaning their teeth and through miming hand washing during a song. Staff are very careful as they escort the children to the outside area as they need to move through the building and round a car park.

Children are well behaved and respond excellently to staff that are particularly skilled in defusing issues and supporting children in taking turns and sharing. When an issue arises because two children want to sit on the same chair to undertake an activity, the member of staff supports the second child in finding something else to do, and the first spontaneously goes to that child and says 'I've finished now'. In this and many other ways, children are superbly prepared for continued development and education that they will carry forward into the future.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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:

Met

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 the last inspection.

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.