

# Poppyfield

Inspection report for early years provision

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**Unique reference number** EY359845  
**Inspection date** 20/05/2009  
**Inspector** David Wynford Jones

**Setting address** Fairfield Lower School, Fairfield Park, Stotfold,  
Bedfordshire, SG5 4FB

**Telephone number** 07814 204126

**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 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

Poppyfield pre-school is one of two settings run by the proprietor. Currently, Poppyfield operates from two classrooms situated within Fairfield Lower School, Fairfield Park in Stotfold Bedfordshire. The provision also has use of the school hall and the school field. On site purpose built accommodation is in the process of being constructed. It is scheduled for occupation from September 2009.

The provision was registered in August 2007 and serves the local and wider area. There are 104 children aged two to eight years on roll. Six are funded for nursery education. Not all attend on a full time basis because the setting is restricted to a maximum of 48 children at any one time. The pre-school is open each day from 08.00 to 18.00. Children may attend sessions before school and after school. Pre-school sessions are offered either for morning or afternoon, with the option of a full day. Holiday hours are 08.00 to 18.00.

The setting is able to support children with learning difficulties and/or disabilities and those for whom English is an additional language. There is suitable access for children and adults with physical disabilities. All children have access to the secure outdoor play area.

There are 11 staff working directly with the children, seven hold recognised early years qualifications. Four are currently attending training in early years qualifications.

The setting is on the Early Years Register and also on the voluntary and compulsory parts of the Childcare Registers. The setting works closely with other settings, the local authority and local schools. It is a member of the Pre-Schools Learning Alliance.

## Overall effectiveness of the early years provision

This is an outstanding provision with excellent capacity for further improvement. Staff are very well trained and consequently they are successful in promoting all aspects of children's welfare, learning and personal development. Parents are very happy with the provision. The proprietor ensures that Poppyfield is inclusive and continually strives to provide excellent care and outstanding pre-school education. They work closely with the staff so that the children's learning is continued at home.

## What steps need to be taken to improve provision further?

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

- consolidating the initiatives for linking the curriculum and assessment procedures between the pre-school and the school nursery.

## **The leadership and management of the early years provision**

The proprietor provides outstanding leadership. She has high expectations and ensures that there are very effective systems in place to support the welfare, safeguarding and learning opportunities for the children. She is ably supported by the manager and dedicated staff. Central to the success of the setting is the emphasis placed on staff's professional development. Staff are invited to attend regular appraisal meetings and given time to update their professional knowledge. As a result, aspirations are high and staff work together as a very effective team. Children's safety and welfare are high priorities. Policies and practice for child protection, for dealing with accidents and illness, and for checking the suitability of all adults who work with the children, meet current requirements. Daily checks of equipment, the building and outside area ensure they are safe for children to use.

Excellent self-evaluation is led by the proprietor, manager and senior staff. All staff contribute to identifying strengths and areas for development. Links with parents and carers are excellent. Their views are sought regularly and the comments analysed and included in the self-evaluation. Parents speak highly of the provision and of the information provided to help them help their child at home. The home/pre-school note book ensures that parents are kept fully informed of their child's daily activities and forth-coming events. It also provides parents with the opportunity to comment on or share concerns.

There are effective links with local schools, other settings and the local authority. The relationships with Fairfield Lower School are very well established. Staff in the nursery and in the pre-school work together well. They ensure the children transfer easily between the provisions by adopting a common approach to day-to-day procedures and ensuring they keep each other informed about the needs of the children. A good start has been made on discussing the curriculum, to avoid unnecessary duplication of activities and learning. Systems for confirming the assessment of the children's development have still to be formalised.

The proprietor has been very successful in obtaining grants to enhance the provision. She has a clear view of how provision can be improved and extended when the setting moves in the new building. The setting's capacity for further improvement is excellent.

## **The quality and standards of the early years provision**

Effective induction arrangements and outstanding relationships with parents help the children settle well and quickly grow in confidence. As a result, the children are happy and develop a positive attitude to learning. They work and play together very well. Their behaviour is excellent. Staff are very effective in promoting the children's social skills and ensuring that all children are included. Children say they enjoy their time at the pre-school. Children who attend the nursery on a part-time basis are keen to return to the setting. Older children speak highly of the before and after school clubs. They say they enjoy the activities and want to attend.

Parents and staff are at ease together. They respect each other's contributions to children's learning. Parent and staff initial assessments are used well to identify each child's starting point and to plan future work. Staff subsequently ask the parents about their child's developing interests so that the curriculum can be tailored to capture their child's enthusiasm. A strength of the provision is the adaptability of the staff to respond to the events and the interests of the children.

Planning is excellent and carefully linked to the requirements of the Early Years Foundation Stage Framework. The activities are planned around a theme that captures the children's interests and promotes their development across the six areas of learning. Key workers maintain a detailed assessment folder, 'The Learning Journey', on each child. Ongoing observations are methodically recorded and shared with parents.

The vast majority of children make good progress because the staff place significant importance on promoting their personal development and providing a good balance between activities that are child initiated and those that are led by adults. Staff and children interact well. Good use is made of opportunities to promote the children's skills in communication, language and literacy. Staff engage the children in individual and group conversations while playing and during a mid-session snack or while eating lunch. They promote the children's skills in problem solving, reasoning and numeracy in an imaginative way. For example, the role play area was a builder's yard. Children discussed size and shape and took turns in measuring and marking different lengths of wood as they talked about the construction they were making.

Very good use is made of the limited outdoor space. It is a natural extension of the classroom. The range of equipment supports their physical and creative development and their knowledge and understanding of the world effectively.

Snack and lunch times are well planned to encourage children to develop their social skills, learn to take turns, listen to each other and engage in conversation. They are developing an excellent understanding of healthy living and personal hygiene.

The excellent start the children receive in the setting prepares them very well for the next stage of their education and for growing up in today's society. Many attain above the expected levels in their personal development and in their communication, language and literacy skills by the time they leave the setting. They learn about different cultures and customs and are developing an understanding of their contribution to the community through sharing with others and taking part in fund raising activities for national charities.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

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## **Annex B: the Childcare Register**

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

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