

# Poplar Pre-School

Inspection report for early years provision

---

<b>Unique reference number</b>	127462
<b>Inspection date</b>	05/02/2010
<b>Inspector</b>	Jane Wakelen

<b>Setting address</b>	Giddyhorn Lane Pavillion, Poplar Grove, Allington, Maidstone, Kent, ME16 0DE
<b>Telephone number</b>	01622 763638
<b>Email</b>	poplarpreschool@aol.com
<b>Type of setting</b>	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Poplar Pre-school opened in 1975. It operates from two rooms in a pavilion, with access to an office, kitchen and cloakrooms. Children have access to an enclosed outdoor play area. The pre-school is situated in a residential part of Maidstone, adjacent to a playing field. It is open five days a week, term time only.

The pre-school is registered on the Early years Register. A maximum of 46 children may attend the pre-school at any one time. There are currently 105 children aged from two to under five years on roll.

There are 20 members of staff, 17 of whom work directly with the children, two administrative staff and a lunch time supervisor. There are 16 members of staff who hold appropriate early years qualifications to at least NVQ level 2, with four members of staff training to extend their qualification or to achieve a qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children receive excellent opportunities in a stimulating, inviting environment, where staff show exceptional enthusiasm and motivation to help children learn and develop. Staff's knowledge of how children learn is reflected in the quality of provision provided by the pre-school and the implementation of the Early years Foundation Stage. This ensures outcomes for children are extremely well promoted. The supervisor is committed and enthusiastic about continuous monitoring of the provision with the support of the staff. This constant self-evaluation of the provision ensures any weaknesses are identified and improvements made. Therefore, children make excellent progress in their learning and development.

## **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 of observation and assessment to provide a clear picture of children's progress in their development

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

Children are exceptionally well protected within the pre-school because high priority is given to safeguarding children. All staff have a good understanding about the procedures to follow if they have any concerns about children in their care. All staff are required to attend training to keep them up-to-date with recent practices and policies and enable them to implement the policy into the setting. All

staff have the relevant checks taken up, such as with the Criminal Record Bureau and references when they join the setting. This ensures all adults working with the children are suitable. A safe arrival and departure procedure ensures children's safety is paramount, with a policy to collect children in an emergency effectively implemented into the setting.

The supervisor is a good motivator for the staff who reflect her commitment and strive to provide excellent opportunities for children. All children are treated with respect and their own identity valued and built upon. All staff act as key people to set groups of children, learning about their individual learning styles and interests to enable practitioners to plan appropriate activities and experiences to meet their needs. Children learn to treat each other with respect and gain an understanding about each other's differences, through planned activities and resources which reflect positive images of diversity. The staff team are encouraged to attend regular training to up-date their skills and enable them to provide excellent outcomes for children. This input from staff is fully supported through an excellent range of good quality equipment and resources to address all areas of learning and development for children.

The managerial staff constantly strive to provide an excellent service and monitor its effectiveness through self-evaluation. All staff are encouraged to identify areas within the pre-school to change, adapt or improve to ensure children are able to benefit fully from the provision offered. Support from outside agencies, along with annual parental questionnaires enables the managerial staff to monitor the effectiveness of the provision they are providing. Therefore, further developing opportunities for children within the pre-school.

Partnerships with parents is outstanding. Staff understand and value the importance of working together with the parents to meet children's individual needs. Parents are asked to complete information about their child's needs and development before they start at the pre-school. This ensures the key person can start to build up information about the child to enable them to make good progress in their development. Parents constantly contribute to the assessment procedure by completing written information for the 'unique story', by attending open evenings, daily communication and consultation evenings. Working with the key person and sharing information, ensures children's development in all areas of the Early Years Foundation Stage is fully promoted. The staff team understand the importance of sharing relevant information with outside professionals and agencies and obtain written permission from parents to promote children's welfare.

## **The quality and standards of the early years provision and outcomes for children**

Children enjoy exciting, challenging opportunities in the pre-school because staff provide an excellent range of activities. Children are able to move around the setting freely, choosing between two play rooms and the outside area to engage in activities that meet their individual needs and interests. They show excitement playing in the rain with their wellingtons and coats, enjoying the fresh air as they roll the cars down the guttering and race them to the bottom. Children show good

skills using the mouse on the computer games and are able to follow the instructions to move through the game. Children freely explore their environment using a wide range of resources such as natural materials, oats, sand, water and couscous. They handle moss, plants, bark and shells, bringing the outdoor environment inside. Opportunities to expand their vocabulary and literacy skills are fully promoted in all areas throughout the nursery. Staff use open-ended questions to encourage children to problem solve and recall past experiences. Children confidently communicate to each other and the staff, explaining what they are doing or planning what they will do next. Familiar labels are displayed around the nursery, such as door, book area and toilet. Many are written in a dual language, helping children understand print carries meaning and can be written in different ways.

Children enjoy opportunities to act out familiar roles, such as being a parent or use their imagination to be a favourite super hero. They learn to play co-operatively with each other, sharing the toys and involving each other in their imagination and creative ideas. Mark making opportunities are readily available in different mediums such as chalk, paint and pens. Children show good hand/eye co-ordination, painting the pictures of peas in a pod using fine paint brushes. They learn about volume and measure, counting how many spoonfuls of oats to fill the pots in the story of the Three Bears, or how many fish will fit in the net. Children enjoy singing counting songs and use number in everyday activities, such as snack time, counting how many grapes they would like. Opportunities to promote children's large physical skills are available on a daily basis with a good range of equipment, such as tricycles, scooters and large plastic crates to stack. Opportunities to develop children's skills for the future are well promoted through the use of technology and regular activities and daily communication promoting children's literacy and numeracy skills.

Staff have an excellent understanding of the Early Years Foundation Stage and ensure regular observations are carried out to record children's progress. This information is used to provide an assessment record for the 'unique story' and development records for each child. However, this does not always provide a clear picture of children's continuous development and their stage of development. The information gathered from observations and parental contributions is used to provide children's next steps in their development. These next steps are then used to inform the planning, ensuring children have activities that meet their individual interests and learning styles. This secure process of observation, assessment and planning results in children making excellent progress in their learning.

Children have excellent opportunities to learn about a healthy lifestyle. They learn about observing changes in their body when they exercise and are encouraged to spend some time outside benefiting from fresh air. Children learn about why food is important and what is healthy food and what food should only be eaten as a treat. Snack time is used to offer children healthy options and drinking water is always available, helping to ensure children remain well hydrated. Staff are fully aware of children's dietary needs and encourage snack and meal times to be social occasions helping children learn good manners, such as listening to each other and sitting at the table. The majority of staff hold a current first aid certificate and permission from parents for emergency medical treatment is obtained. Therefore

fully protecting children in the event of an accident.

Children are able to learn about keeping themselves safe with gentle reminders from the staff. For example, not to walk around with the scissors and to sit on the chair properly in case it tips over. Staff have carried out thorough risk assessments and frequent cleaning and checking routines promote children's sense of security and freedom. Staff are skilled, trained professionals who treat each child with respect and as an individual. They know the children and their families well and use this secure knowledge to ensure all children settle into the pre-school. Praise and encouragement is offered to acknowledge children's excellent behaviour and acts of kindness towards each other. They learn to show respect for their peers and others through taking turns when playing games and learning to share the use of equipment, such as the items in the role play area.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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](http://www.ofsted.gov.uk)



