

# Poppies Pre-School

Inspection report for early years provision

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**Unique reference number** EY292576  
**Inspection date** 25/01/2010  
**Inspector** Linda Patricia Coccia

**Setting address** Emmanuel Church, Silverweed Road, Chatham, Kent, ME5  
0UD

**Telephone number** 07788 555855

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**Type of setting** Childcare on non-domestic premises

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## 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*.

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## Description of the setting

Poppies Pre-School opened in 2004. It operates from two rooms in a church in Weedswood, Chatham, Kent. There are separate kitchen and toilet facilities with suitable access on to the premises. The facilities used are all on the ground level. The premises are within walking distance of local bus routes.

The group opens each weekday during school term times and serves families from the local community. Sessions are from 9am to 12 noon. The group is registered on the Early Years Register and can care for 26 children who fall within the Early Years Foundation Stage at any one time. There are currently 22 children on roll. Children attend a variety of sessions. The setting supports children for whom English is an additional language and children with special educational needs and/or disabilities.

There are four childcare staff who work with the children. Over half the staff hold an appropriate early years qualification to National Vocational Qualification level 2 or above. The setting receives support from an advisory teacher from the local authority and it has developed partnership arrangements with local primary schools.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The provider and her staff provide a warm and caring environment for children. The group also provides good support for children and their families through the use of good procedures which enables them to liaise with other service professionals in order to meet children's individual needs.

The provision has made satisfactory improvement since the last inspection. The provider has acted upon all of the actions and the majority of the recommendations given at the last inspection. For example, the provider has improved her paperwork to ensure parents give written permission for her to seek medical advice or treatment in emergencies. Parents also give written permission for local outings in the community. Some of the recommendations are still being worked on due to the short interval between inspections. They are included in the provider's improvement plans. This shows that overall, the provider is able to maintain continuous improvement.

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

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

- continue to develop an effective self-evaluation process to determine the strengths and weaknesses of the setting and use the information to improve children's experiences in the setting

- continue to improve the two way flow of information with parents to promote a shared understanding of children's individual needs. For example, through regular sharing of the information in the children's learning records, thereby involving parents in practical ways to support their child's learning and development.
- promote positive attitudes to diversity through activities that encourage children to talk about similarities and differences and the reasons for these; where necessary help children to learn and value aspects of their own and other people's lives.

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

The provider has a good understanding of how to safeguard children. She and another member of staff have recently attended up-dated child protection training. The other staff are booked on to similar courses. All staff hold current Criminal Record Bureau clearance checks. The adults in the provision have worked together for a number of years and work well as a team. As there are few, if any, changes of staff, the provider has not had to use her good procedures for recruiting and vetting staff. Nor has she recently used her induction programme. However, she has plans to ensure staff remain suitable to work with children through her staff appraisal systems which will be implemented on the anniversary of her current registration. Staff are encouraged to attend qualification courses and other workshops to enhance their performance with the children. The provider has a number of plans in place to further improve her written paperwork and record keeping systems. However, the provision's self evaluation is yet to be fully compiled. The provider plans to include staff, parents and children in the evaluations in order to identify the provisions strengths and weaknesses.

The provider offers a fully inclusive service to all children regardless of background or ability. She has a suitable understanding of equality and diversity issues and promotes these with the children. For example, she has a suitable range of toys and books which give positive images of race and disability. However, more activities could be provided to encourage the children to talk about aspects of their own lives and to learn about the differences of others within the group. The provider is the group's Special Educational Needs Co-ordinator and provides individual learning programmes for those children who need them. Children are able to self select from the wide range of toys and activities available. As not all toys can be out at once, the provider has plans to compile a catalogue for the children to select from. The provider makes good use of the outdoor play area and other local amenities situated nearby.

The provider works well in partnership with other childcare provision and child health professionals. She has regular contact with a number of agencies who are working directly with the children, for example, the speech therapist. The provider is an ex-foster parent and maintains contacts with the fostering service. She also has regular contact with local schools in the area. Lots of verbal information is provided for parents regarding their children's progress. However, parents are not offered practical suggestions to help their children's learning and development,

especially where the children may be exhibiting behavioural issues. There is lots of written information displayed for parents on the group's notice board. Parents report they are very happy with the provider's service and know their child's key worker. Parents know that development records are kept on their children. Although they are readily available for parents to see on request, they are only discussed between parents and staff periodically.

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

The provider and staff welcome children and their parents warmly onto the premises. Children are generally happy to attend and are ready to play. They show that they are comfortable with staff as they talk about their own families and homes. Children self register with the help of parents and staff. Some of the children need no help at all and can easily recognise their own names. The group currently has a lot of new children who are still settling in and many are aged under three years. This means that children are engaging in a lot of individual play activities and much of staffs time is taken up with helping children learn to share toys and activities. Some of the new children cry when parents leave but staff are on hand to offer comfort. Parents are contacted if their children fail to settle after an hour.

A number of the children show they are quite self sufficient and are able to play in small peer groups. Others needs the constant companionship of staff. Many of the children are primarily being helped to develop their social and self care skills, such as, learning about hygiene and using the group's suitable toileting and hand washing procedures. Children have snack time together in order for the younger children to get used to sitting and eating together. Those children who have been in the group for a few terms or who are older, participate in lots of activities which cover the six areas of learning. For example, they participate in activities which help their creative development. Children enjoy painting and sticking. Many of them are adept at using construction toys to build roadways and tunnels. The provision has a group story time, again to help children learn the routines of the group and to help the younger ones learn from the older children. The children also like to select books to read themselves or to their friends in the book area. Children enjoy music and select instruments from the range provided to make music. They also utilise boxes and tubs to make their own instruments. They dance and sing songs. They use toy cameras and mobile phones and enjoy role play with the dressing up clothes and in the home area. They can use physical play equipment and ride on toys in the large hall. Many of the activities used by the children are helping them to develop their skills for the future. Children are making satisfactory progress towards the early learning goals.

At the last inspection the provider was given recommendations to improve the systems used to compile the children's learning and achievement records. With the help of the local authority development workers the provider has begun to change the activity planning systems to ensure that each child is being catered for. The provider has also improved the observational records on the children. She monitors staff entries on a regular basis and is helping them to be more specific in

identifying children's next steps. The provider has plans to improve the systems further so that they show the challenges. Many of the younger children are being helped to develop their social behaviour through the use of suitable behaviour management strategies implemented by staff. Staff are very competent in using distraction techniques. Children show they are keen to help staff with activities such as helping to tidy up and setting up the snack table. At snack time, children eat fruit and crackers but also have occasional cakes if someone has a birthday. Staff are able to discuss healthy eating with the children at snack time. Children are learning the fundamentals about healthy eating. The children also learn about safety and are given the opportunity to participate in the emergency evacuation procedures. Children learn about safety.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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