

# Little Poppets Pre-School

Inspection report for early years provision

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**Unique reference number** EY393591  
**Inspection date** 28/01/2010  
**Inspector** Anahita Aderianwalla

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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**

Little Poppets Pre-School was registered in 2009 and operates from a large assembly community hall. Children have access to an enclosed outdoor play area. The pre-school is situated in the residential area of Elmpark in the London Borough of Havering, which is close to shops, schools and transport links. It is open each weekday, (except Wednesdays), from 9.15 to 13.15 for 38 weeks of the year.

The preschool is registered on the Early Years Register. A maximum of 26 children may attend the preschool at any one time. There are currently 41 children in the early years age range on roll. The preschool supports a number of children with learning difficulties and/or disabilities. There are currently 6 members of staff of whom all hold NVQ Level 2 qualifications in early years and above. The two managers are qualified to NVQ level 4.

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

Overall the quality of the provision is good.

Children's welfare, learning and development are promoted well. Staff work very closely with parents, which is a particular strength of this setting. They also work closely with other settings that deliver the Early Years Foundation Stage (EYFS), which ensures the children receive consistency and continuity of care and education. Inclusion is another strength of this provision, as staff ensure that all children are supported to fully participate in the activities provided. The managers and staff evaluate their practice and have a good awareness of the strengths of the provision and the areas for further development and strive for continuous improvement.

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

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

- ensure next steps are consistently completed and linked to planning to maximise learning for children's development through play.

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

Children are kept safe and secure due to the vigilance of the staff and the regular risk assessments undertaken. The children have daily access to the outdoor play area, where staff closely supervise them to ensure their safety at all times. Staff have a good understanding of the safeguarding children procedures and are clear about the action required to protect children should the need arise.

Staff work well together to maintain high staffing ratios. This enables children to move freely and to choose from the different activities provided indoors and out. Staff work hard to ensure the sessions run smoothly so children feel settled and

confident in their routine. Staff are committed to continuous improvement as they attend relevant training and have a good understanding of what is being done well and the areas for further development. The manager and staff evaluate their practice and have completed a self-evaluation process, which includes the views of parents and carers. All required documentation is in place and the policies and procedures are all up-to-date and well organised.

The partnership with parents is a particular strength of this setting. Staff work extremely hard to make sure parents feel included and are kept well informed about their children's progress and welfare. A prospectus includes very useful information, including reference to policies and procedures and has been produced for parents to inform them about the EYFS. Parents views are always sought through discussions, questionnaires and suggestion boxes. The staff also have strong links with other professionals and are very committed to inclusion of all children to help promote continuity of care and education for the children.

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

The nursery is extremely warm and welcoming place for children to learn through play. The environment is bright and colourful and full of interesting, stimulating equipment and resources that children can freely choose from. Their individual interests are known by the staff, who successfully support children in their play and extend their learning by asking them questions to make them think and help them problem solve. The children really enjoy the freedom of accessing the outdoor play area where they become engrossed in playing with a sand box filled with shells and pasta. The setting encourage children to grow vegetables and herbs. They learn about the "growth cycle", and activities are skilfully interlinked to reflect the theme in all areas of play. For example, children have attractive displays of pictures of their own "Family trees" and use their senses, as they recognise the different shapes of their vegetable printing.

The staff have a good understanding of the EYFS. They plan and deliver an imaginative and exciting range of activities for the children that cover the six areas of learning. The children are able to select their own key workers who undertake observations of their achievements, which are recorded in children's individual files. Staff are developing systems for using observations to plan for individual children's next steps in their learning; however, not all next steps are consistently recorded. As a result, play opportunities are not fully planned for, to maximise learning potential for all children.

The staff liaise closely with parents from the start through home visits and by asking them to provide information about their children's routines, likes and dislikes. Thereafter, parents are encouraged to be involved in their children's learning by undertaking activities at home that link with those undertaken at the nursery. Inclusion is a strength of this nursery. All children, particularly those with additional needs, are very well supported to be able to join in all the activities. Staff carry picture cards throughout the session, that encourage all children to have a voice; especially those whom have English, as second language, or any other learning difficulty by, giving them access to take part in all that is on offer.

Activities are adapted according to children's individual needs, so that everyone is valued and included.

Children learn about different cultures as they take part in activities such as cooking, dressing up and reading a variety of books from around the world. Children learn about healthy eating as they are provided with healthy choices. Children also enjoy practising their physical skills as they ride bikes and trikes, participate in ball games and take part in regular dance and movement to music sessions. Children learn to keep themselves safe as the staff teach them about road safety when on outings, and gentle reminders to tidy up. Children behave very well, and have warm and close relationships with the staff. Children feel safe, as they learn in a caring, environment that plans for their individual needs.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

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

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

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

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