



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY217430

DfES Number:

### INSPECTION DETAILS

Inspection Date 12/09/2003  
Inspector Name Susan Parker

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Poppies pre-school  
Setting Address St Mary's Lower School  
Rook tree Lane  
STOTFOLD  
Bedfordshire  
SG5 4DL

### REGISTERED PROVIDER DETAILS

Name Poppies pre-school

### ORGANISATION DETAILS

Name Poppies pre-school  
Address St Mary's Lower School  
Rook Tree Lane  
STOTFOLD  
Bedfordshire  
SG5 4DL

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Poppies Pre-School is situated in a portacabin within the grounds of St Mary's Lower School, Stotfold.

It consists of an entrance/lobby area; one main room which is divided into areas for craft and quiet activities; a sensory area; kitchen; toilets; disabled toilet and cloakroom.

There are four child size toilets and three wash basins for children. In addition there is a disabled toilet with adult size toilet and wash basin. This has nappy changing facilities.

There is also an additional hand washing facility located within the main play room.

Staff meet the required qualification ratios. There is always a qualified first aider on duty at all times.

The group opens during the school term times: 09.00am to 12.00pm and 13.00pm to 15.00pm. Older children who are funded by the Local Authority attend the morning sessions.

This is a Pre-School Learning Alliance (PSLA) accredited group.

### How good is the Day Care?

Poppies Pre-School provides good care for children.

Staff are well trained and committed to providing a caring, exciting and stimulating learning environment. Children are confident and have high levels of self esteem.

Activities, resources, toys and equipment are easily accessible to children. All resources and activities promote the development and learning of all children.

Children with special needs are treated with equal concern. Their needs are met in a

professional and creative manner.

The children are keen to learn new experiences and challenges with the support of a caring and committed staff team.

The safety and well being of the children is ensured with effective practice, policies and procedures. This enables children of all abilities to develop and make progress whilst having fun.

The individual needs of all children are being met.

Parents are kept well informed and they are encouraged to take an active role in the learning and development of their children.

### **What has improved since the last inspection?**

This is not applicable.

### **What is being done well?**

- . the proficient organisation ensures that staff maintain and expand their knowledge and training in childcare. (Std. 2)
- . the support and encouragement by the staff. They listen and talk to the children, respond to their requests and give praise and encouragement. This promotes children's confidence and self esteem. (Std .3)
- . the imaginative use of the space within the premises meets the needs of all children. (Std.4)
- . children of all abilities have access to a wide range of suitable toys and equipment. (Std.5)
- . comprehensive policies and effective practices ensure the children's safety at all times. (Std.6)
- . staff access appropriate training in order to meet any medical needs of the children attending. (Std.7)
- . children are encouraged to participate in the preparation of their own snacks. (Std.8)
- . equal opportunities is skilfully practiced in all aspects of the provision. (Std.9)
- . the commitment of staff to support children with special needs and their families. (Std.10)
- . positive behaviour management techniques ensure that children learn positive social skills. (Std.11)
- . a very positive partnership has been developed with all parents. (Std.12)
- . there is a good understanding and practice of child protection issues. (Std.13)

**An aspect of outstanding practice:**

The leadership and management of staff and a commitment to constant evaluation and improvement of the group's practice.

**What needs to be improved?**

- This is not applicable

**Outcome of the inspection**

Good

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The quality of teaching is very good. Children are confident and secure and they clearly enjoy a wide range of activities. They are making good progress towards the early learning goals because the staff are familiar with the stepping stones within the foundation stage.

Staff use a variety of methods and resources to support children's learning. Time, support and encouragement is given to the children in order for them to experiment and practice new skills.

Sessions are well planned and organised to allow the children to play, work and learn together in smaller key groups.

Children's behaviour is managed in a positive way, reflecting the groups written policy and consistency of staff practice.

Children with special needs are very well supported. Staff have a good working knowledge of the Code of Practice.

Evaluation and assessment is ongoing. This enables the staff to meet the needs of all children and to improve on their good practice.

Staff have regular meetings, appraisals and training.

The leader has a good awareness of the skills of each staff member and ensures that any training needs or requests are met.

Staff work together closely as a team and they show a commitment to the care and teaching of the children.

The leader is constantly evaluating practice and training. She is supportive of her staff which ultimately reflects in the care of the children.

Parents are kept fully informed of their children's progress through regular newsletters and informal discussions with staff and parents evenings. Information regarding all aspects of care and teaching are available for parents at all times.

Staff work closely with parents and often visit the child in their own home before they start at the group or if the child has special needs.

### What is being done well?

- Children display high levels of confidence and competence in their personal, social and emotional development.

- . Good use is made of resources, planning and recording to ensure that children's individual learning needs are met.
- . Children are encouraged and supported in learning numbers, counting, sorting and measuring through a wide variety of activities.
- . Children are encouraged to discover the world around them through every day play activities.
- . Children have access to a wide range of suitable tools and equipment to develop and challenge their physical development.
- . Recognition of staff knowledge and skills and a commitment to updating training, ensures a strong, committed team, dedicated to the improvement of care and education for all children.
- . Comprehensive information and support is always available to parents. Staff are committed to working together in partnership with parents for the benefit of the individual children.

**What needs to be improved?**

- Not applicable

**What has improved since the last inspection?**

Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress. They display high levels of confidence and competence in their personal, social and emotional development. They express their feelings and are show an interest when involved in their play which underpins their learning in many areas. The children respond well to the high staff expectations of their behaviour and their behaviour was observed to be very good.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress. A good use of resources, planning and recording by staff ensures that children's individual learning needs are met. Children are becoming confident speakers and engage in conversations with each other and adults. They have plenty of opportunities to practice their mark making skills and to appreciate books. Literacy activities are strongly incorporated into role play activities.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress. They are encouraged and supported in learning numbers, counting, sorting and measuring through a wide variety of activities. Children are able to count and were observed to be starting to add and subtract. They learnt about size and proportions through practical and physical activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress. They are encouraged to discover the world around them through every day play activities and they are given opportunities to learn about the environment and their own community. Children build and construct using a wide range of tools and materials provided. They have opportunities to learn about technology through creative play.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress. They have access to a wide range of suitable tools and equipment to develop and challenge their physical development. Opportunities for movement, climbing and balancing are available and suitable for children of all abilities.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are making very good progress. They have access to a wide and varied selection of creative materials and activities which they are encouraged to explore. Children are familiar with a wide variety of songs and rhymes. They use their imagination and express their ideas. Creative work evidences that the children are given opportunities to express their own individuality.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- Not applicable

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*