

Poppins Pre School and Nursery

Inspection report for early years provision

Unique reference number	103725
Inspection date	04/11/2010
Inspector	Jane Wakelen

Setting address	Lampard Centre, Sally Port Gardens, Gillingham, Kent, ME7 5BU
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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*.

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.

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Description of the setting

Poppins Pre-school and Nursery opened in 1996. It is run by a committee and occupies its own room in a community centre on a housing estate for army personnel. Children have access to an enclosed outdoor play area. It is open each weekday from 9.00am to 4.00pm during school term time. The pre-school is for children aged three to five years and operates in the afternoon from 1.00pm to 4.00pm.

The pre-school and nursery is registered on the Early Years Register. A maximum of 26 children may attend the nursery at any one time. There are currently 35 children aged from two and half to under five years on roll and 60% of these are children from army families.

The pre-school caters for children with special educational needs and for those who speak English as an additional language.

There are five members of staff and one volunteer who work both in the nursery and the pre-school. Four have an early years qualification and one is in training. The pre-school receives teacher support from the Early Years Team and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children confidently arrive at the pre-school and are building good relationships with each other and the staff. They confidently move around the setting accessing pre-selected activities chosen by the staff who have a sound understanding of the Early Years Foundation Stage learning and development requirements. However, activities do not always meet children's individual interests or provide a challenge to extend their learning, therefore children make satisfactory progress in their development. The positive relationships with the parents provides a two-way flow of information, ensuring children's individual needs are recognized. The manager has recently started to complete a self-evaluation of the setting with support from the deputy. However, this is not yet robust enough to effectively identify the areas to further develop to fully promote outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure observations are analysed to plan children's next steps in their development to inform future plans
- plan an environment that is rich in signs, symbols, notices, numbers and

- words to develop children's literacy and numeracy skills
- ensure all policies contain information which reflects the requirements of the Early Years Foundation Stage
- implement a system to monitor and evaluate the setting to ensure the individual needs of all children are met

The effectiveness of leadership and management of the early years provision

The manager and staff have a good understanding about safeguarding children. The written policy is effectively implemented and all staff are aware of the procedures they must follow if they have any concerns about children in their care. Children play in a safe environment, where staff are vigilant about ensuring their safety and protecting them from uninvited visitors. A risk assessment is carried out daily to ensure all areas and equipment are safe for children. The majority of staff have a first aid qualification and ensure all relevant documentation is maintained to promote children's safety.

A two-way flow of information ensures staff and parents are aware of children's achievements with parents actively contributing to the assessment procedure through the use of the 'My learning Story'. Children proudly show their contributions they have completed at home in their book which is valued by staff and helps raise children's self-esteem. Parents give written consent for aspects of care, such as staff taking photographs or the use of sun-cream in the summer to promote children's welfare. Parents can access policies and the noticeboard, therefore keeping them informed about what their children are doing in the pre-school. However, some policies need updating to reflect the Early Years Foundation Stage requirements. Good partnerships with outside agencies helps to fully support those children with special educational needs to fully integrate into the setting. All children are valued within the setting, regardless of their gender, culture or religion and have the opportunity to learn about each other's cultures and celebrations through topic work. They have access to resources that represent positive images of culture and disabilities to support their understanding of diversity within their society.

Resources are accessible to children around the room, with additional large play equipment in the store shed. Resources are suitable for the age and stage of development of the children attending, although some are in need of cleaning and replacing. Children have a free-flow from indoors to outdoors and are able to move the toys around the setting. However, many resources are not used to their full potential or used to fully extend children's learning in all areas of their development. A system to monitor the effectiveness of the setting is not yet fully implemented, resulting in weaknesses not being identified. The self-evaluation is in the process of being completed, although not all staff are fully involved in this process at present due to several new staff members. The manager and deputy have many years experience and have a newly formed committee who are committed to improving outcomes for children.

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

Children arrive enthusiastically at the setting and happily say goodbye to their parents. They make decisions about where to play in the setting and confidently explore the different activities that have been pre-selected. Additional resources are freely available from storage containers and trays around the room to provide alternative choices. Younger children happily explore the water using brushes to paint the wall outside. They show wonder at the plane in the sky and the crunchy leaves on the floor. Staff engage in the children's play, offering new words to help extend children's language. Children enjoy the opportunity to use the glitter and cover their hands with paint, exploring the texture. They observe changes to the ingredients when making the dough and show good hand/eye co-ordination using various tools to shape and mould the dough. Opportunities to fill containers with the oats and glitter keep children's attention for good periods of time, learning about volume, whilst developing hand and eye co-ordination. Children develop spatial awareness and balance as they use the toys outside, learning to pedal the toys around the outside area or balancing on the rockers.

Children have some opportunities to count during activities, for example counting spoonfuls of flour and water to make the dough. They look at shapes painted on the wall and match jigsaw shapes. Children sing counting songs and recite the days of the week, gaining skills in sequencing during circle time. They show enjoyment sharing books with adults, although the book area seats and cushions need cleaning and some books need repairing. Opportunities for children to link sounds and letters are infrequent and encouragement to recognise familiar words is not fully implemented by the staff. Resources to promote technology are available although, this is not on a daily basis. Therefore children make satisfactory progress in learning skills for their future.

Staff carry out regular observations of children's learning and highlight in children's folders when they have achieved a stage of development. However, some staff are not fully confident with evaluating their observations to identify children's next steps in their learning or to recognize children's individual interests. This results in children not being given activities that meets their interests or provides a challenge for the more able children. A system to monitor the effectiveness of the setting and to ensure all areas of learning are given equal consideration has not yet been developed.

Children learn about a healthy lifestyle through a range of healthy snacks offered at snack time. Children have access to drinks throughout the session and are encouraged to independently pour their own drink of milk or water. They wash hands before eating and use paper towels to dry their hands to prevent cross-infection. Daily opportunities are offered to ensure children benefit from fresh air and exercise using the large play equipment outside.

Children learn about keeping themselves safe as they are reminded to carry the scissors properly and to not run with them. They are encouraged to help tidy the toys and sweep the floor, whilst remembering that the broom has a long handle

and may bump their friends. Children show a good sense of security as they approach staff for support or reassurance when upset. Children behave generally well, with staff supporting those children who have minor disputes. Children receive encouragement to 'have a go' at new activities and receive praise for good behaviour, helping to increase their confidence and self-esteem..

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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	2
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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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