

# Poppets Pre-school

Inspection report for early years provision

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**Unique reference number** 115362  
**Inspection date** 17/09/2010  
**Inspector** Shawleene Campbell

**Setting address** Upper Wickham Lane, Welling, Kent, DA16 3AP

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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.

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

Poppets Pre-School is privately owned. The pre-school operates from St Michael's Church Hall in Upper Wickham Lane, Welling. It is situated at the lower end of Upper Wickham Lane opposite the horses field. The group has access to the church hall, a side room, storage rooms, kitchen and toilets. The outside area is not secure, but is occasionally used for supervised activities.

The playgroup is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 35 children from two years to under eight years, at any one time. There are currently 56 children on roll all of whom are in the early years age group. The group receives funding for early years education. The setting is open from 8.45am to 12.45pm Monday to Friday, 12pm to 3pm Monday and Friday term time only. The children attend a variety of sessions. The group supports children with special educational needs and children who speak English as an additional language.

There are eight members of staff employed, seven of whom hold an early years qualification at level 2 or 3 and one member of staff is working towards a qualification. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are happy and well settled in an environment that is warm and welcoming. In the main children are new to the setting and they leave their carers with ease demonstrating trusting and secure relationships are built. The setting is meeting the needs of all children and they are valued, respected and treated equally to ensure no child is disadvantaged further promoting inclusion. Practitioners have developed good partnership working with parents and other agencies to effectively promote continuity of care, learning and development, but partnerships with others involved in children's care is not fully established. The setting and practices are continually being reviewed through an effective self-evaluation to ensure positive outcomes for all children. Documentation does not fully meet requirements.

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

To meet the specific requirements of the EYFS, the registered person must:

- keep a record of children's hours of attendance (Documentation) (also applies to the compulsory and voluntary parts of the Childcare Register) 30/01/2011
- ensure details of staff's Criminal Records Bureau 30/01/2011

checks include all required information

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

- improve links with other settings involved in children's care to make sure that the provision complements the care and education children receive elsewhere
- develop procedures further to encourage parents to contribute to children's ongoing assessments to effectively support their learning journey

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

Practitioners have a good understanding of child protection procedures and know what to do if they have concerns about a child in their care. This helps to safeguard children's welfare. Policies and procedures are in place to promote the care, learning and development of children. There are clear recruitment and vetting procedures in place to ensure that all adults caring for the children are suitable. However, the procedures for the recording of Criminal Record Bureau checks have yet to be fully developed to ensure all required information is recorded, such as the date they were obtained. Although most required documentation is in place procedures do not ensure that children's hours of attendance are documented., as required.

Practitioners work well as a team and the children benefit from being cared for by a qualified and experienced team. Practitioners have a good understanding of the Early Years Foundation Stage framework and they are actively encouraged to undertake relevant training, for example in communication language and literacy; working in partnership with parents, physical development and knowledge and understanding of the world, to aid their delivery of the framework.

The children are cared for in a safe environment because there are good safety measures in place and practitioners are effectively deployed to promote children's well-being. Additionally in-depth risk assessments are carried out. There are processes in place for self-evaluation enabling practitioners to develop a reflective culture to further promote the outcomes for all children. Management are aware that 'The Self-evaluation Toolkit' is a work in progress and plans for future development is supported through ongoing support from the local authority, for example using tracking systems to support children's learning.

Practitioners have developed good partnerships with parents. Information about children's progress is shared both verbally and in writing. Detailed and useful information is readily available for parents to learn about the Early Years Foundation Stage and how children learn through play. Although thorough transition records are completed for those children going to school procedures have yet to be fully developed to ensure effective links are made with all carers to support children's learning and development, for example childminders. Parents consistently share their satisfaction of the support and care practitioners provide. They speak positively about the care provided for children with additional

individual needs and likewise evidence suggests that practitioners demonstrate willingness to work with various outside agencies to ensure children are fully supported while at the setting by ensuring care and individual learning plans are in place. This further promotes an inclusive environment.

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

The children are interested in the activities on offer. They have access to a good range of resources that capture their interest. The children are inquisitive learners as they confidently ask adults 'what's your name'. Although, the children are fairly new to the setting they are developing good relationships and bonds with practitioners. Practitioners effectively support children's learning and development by providing a child centred and attractive environment. At the end of the registration process practitioners spend time informing children about the activities and resources on offer allowing them to make informed decisions about what they would like to play with. Children's independence skills are further promoted through practical routines, such as putting their coats on and using the bathroom unaided.

The children have access to a good range of both indoor and large physical play activities. They are beginning to use wheeled toys with increasing control and skill, for example scooters. The children demonstrate good cutting and creative skills when taking part in art and craft activities. Children enjoy music and respond well during sessions as they carefully listen to the instructions. They are keen to explore a range of sounds using shakers, tambourine; symbols, bells and toy guitar.

Children's understanding of matching, colours and numbers is developing well. They are beginning to use mathematical language during free play activities when playing shops. They inform their peers that their shopping cost ten pounds, fifty pence and one pound. The children have good opportunities to recognise and use numbers through various mediums, such as counting every object and number songs.

The children enjoy engaging in the use of information technology. They use a varied range of programmes to develop their hand and eye coordination, memory, sorting and listening skills. Overall, the children are making good progress in all areas of their learning because practitioners provide opportunities for children to take part in free play and adult led activities. Key-workers use the 'learning zone' to work with key-children on focused activities to effectively support their individual needs and interests. Throughout the settling-in period practitioners carry out systematic observations to build on what children already know and can do. Evidence suggests that long and short term planning clearly reflects the six areas of learning and there are effective tracking systems in place to support children's learning journey. However, procedures have yet to be fully developed to ensure parents contribute to children's ongoing assessments.

Practitioners reinforce the importance of safety by arranging specialist

professionals to talk to children, such as the local fire brigade and police. The police talk to children about stranger danger enabling them to take responsibility for keeping themselves safe. The environment is clean, safe and tidy and children receive good support to develop good personal hygiene, such as washing their hands at appropriate times and blowing their noses. They enjoy healthy food choices for snacks and can help themselves to drinks. The children are well behaved and visual displays further promote children's understanding of right from wrong and respecting others.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 30/01/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 30/01/2011