

Little Poppets

Inspection report for early years provision

Unique reference number EY360519
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Inspector Gail Robertson

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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

Little Poppets opened in its current setting in 2007. It is privately owned and operates from purpose-built premises in the grounds of Seaford Primary School. There is disabled access and toilet facilities. All children share access to an outdoor play area and the school grounds. Arrangements are also made for them to use the school hall. Children are drawn from the surrounding urban and rural areas. The setting provides care for a maximum of 26 children from two to under eight years from 8.00am to 6.00pm on Mondays to Fridays for 51 weeks a year. Children from five to under eight years attend before and after school and during school holidays. Children up to 11 years may also attend. There are 63 children on roll of these 48 are in the early years age group, including three- and four-year-olds in receipt of funded education. The setting currently supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities are welcomed. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 10 members of staff, seven of whom hold appropriate early years qualifications. The setting receives support from the local authority and has links with the host school and other providers of early years care and education.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Little Poppets nursery, which includes Wilko out of school and holiday club, is a satisfactory setting with some good features. All children learn to be independent, keep themselves safe, and make progress. It is inclusive in meeting the needs of all those who attend. The manager is looking for ways to improve the provision through self-evaluation, but this is at an early stage. Staff work well together. Parents speak highly of the setting and feel that staff keep their children safe and happy.

What steps need to be taken to improve provision further?

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

- keep written records of children's progress up to date
- improve procedures for evaluating the strengths and weaknesses of the nursery and implement identified improvements
- organise nappy-changing to respect children's individual needs, such as for personal privacy.

The effectiveness of leadership and management of the early years provision

Staff understand their roles in safeguarding the welfare of the children who attend. The manager and deputy are both trained in child protection and ensure that all

staff know what to do should they have a concern about a child. Policies and procedures necessary for the safe and effective management of the nursery and before and after school club are reviewed, and shared with the parents. However, some of the paperwork is not completed according to the procedures and policies. For example, staff do not always ask parents to sign the accident and incident books and the manager has not checked this. There are effective arrangements in place to protect children. Staff make daily checks of the premises and where possible involve children, which helps them to understand how to keep themselves safe and minimise risks. Staff care for the children and manage them sensibly. For example, when children are tired they are encouraged to rest in a comfortable position and staff check them regularly. Nappy-changing time is managed well, but the area used does not afford the child sufficient privacy.

The manager and staff team work well together to maintain an effective provision and to look for ways to improve. The manager has begun a system of peer observations to develop and improve their practice. This is having a good effect in supporting children in their learning. Effective systems to monitor the quality of the provision and to identify areas for future improvement is also underway, but they are at an early stage. The manager has identified the organisation of administrative work as an area for future development. The staff meeting is a time when everyone is encouraged to contribute ideas and to cascade any training attended. Appraisals help to identify practice issues and training needs.

This is an inclusive setting where all children and adults are fully respected. There is a wealth of resources for the children to use inside and out. The staff work hard to set up a stimulating and attractive environment for the children to play in. Resources are at the children's height to allow them to be independent and take responsibility for what they wish to play and work with. The before and after school club have further resources suitable for their ages. There are good links with the parents; all those spoken to as part of the inspection praised the care and support their children receive. One said, 'I really cannot fault this place; it is wonderful for my family.' Parents are encouraged to contribute to the written record of their children's learning journeys, but the staff do not keep these up to date. Consequently, there is a backlog of information that is not used effectively to show how children are developing and to plan their next steps. There are very strong links with other providers and in particular with the host school. There is a good two-way communication to support the children. Links with other professionals are equally strong, which ensures children's developmental needs are met.

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

The nursery is welcoming, attractive and cosy, and all children have a great sense of belonging. Children and all staff share warm and caring relationships. At the start of their learning, relevant information is obtained from parents and other sources to ensure children's particular needs and interests can be appropriately met. The host school shares information about the youngest children in the out of school club so children's development is well considered. However, children are

only making satisfactory progress towards the early learning goals because not all staff are aware of children's next steps. Therefore, children are not always appropriately supported or challenged in their learning.

Children are pleased to see their friends in the nursery and immediately go off to play once registration is completed. The first thing a group of older children do is to rearrange the Christmas tree decorations, taking great care and discussing what they like and their best decoration. Children are confident, interested and motivated by the planned and prepared activities. They can extend games for themselves. For instance, in the 'dark tent' children create a crater for their dinosaurs and ask the adults for torches to help them see the 'dangerous ones that eat you!'. They then ask an adult to go outside to look for the 'Gruffalo'. Then they go to the woods, take their torches and an adult with them 'because it is a mystery where the Gruffalo is hiding.' Other children work at the craft table to create Christmas trees to help decorate the room. They carefully paint the cut-out trees and spend a long time concentrating and persevering on the decoration, using many different shiny materials. The children have fun as they play and work together at activities that promote all areas of learning. Children know the nursery routines and feel relaxed and safe. They behave well because they know that this is what the staff expects of them. They share equipment and ask politely if they need something. While they are playing, staff engage children in meaningful conversation to increase their vocabulary and ability to hold conversations with each other and the adults. Older children in the after school club act as good role models for the younger ones, showing them how to play and how to behave caringly and responsibly. When children decided they wanted a new name as they felt they had grown up from being Little Poppets, the manager responded positively and together they decided upon Wilko after school club.

At circle time children sing and follow staff's actions, but not all join in if they want to pursue their own interests. Children know the words of many songs and sing while learning to count and recognise numbers. They celebrate festivals and listen to stories from different parts of the world. Throughout the day, small groups of children engage staff in telling them stories of their choice, although these interests are not always followed up. There are many visitors to the setting, each bringing interesting knowledge about the world in general. For example, the farmer brought a lamb for children to bottle feed, and the guide dog and his master brought a book written in Braille. The children go into the community to visit the elderly and perform their singing and dancing, and they go shopping in the local supermarket taking with them their shopping list and money to pay the bill.

Children are aware of healthy lifestyles; they go outside each day engaging in a range of physical activities including the host school trim trail. They are independent in their self-care skills, for instance in paying attention to washing their hands, and recognise the importance of rest. They learn about healthy foods and how to prepare fruit before eating. Children are happy and contented here and feel safe

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	2
The effectiveness of safeguarding	3
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	2
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