

Poplars Pre-School

Inspection report for early years provision

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Inspector Parm Sansoyer

Setting address Water Leys Primary School, Guilford Drive, WIGSTON,
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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

Poplars Pre-School opened in 2006. It is run by a voluntary management committee and operates from a self-contained building within the grounds of Water Leys Primary School in Wigston, South Leicestershire. The pre-school also has use of the school hall and kitchen, which are situated in the main school building. There is a fully enclosed outdoor play area. The pre-school serves the local community.

The pre-school is open Monday to Friday and operates two sessions, from 8.45am to 11.45am and 12.15pm to 3.15pm, during the school term. Children attend for a variety of sessions. The pre-school is registered to care for a maximum of 40 children in the early years age group, of whom no more than six may be under two years at any one time. There are currently 54 children on roll, all of whom are in the early years age group. It is registered by Ofsted on the Early Years Register. It is in receipt of funding for the provision of free early years education places. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 12 members of staff employed to work with the children. Of these; one holds a qualification at level 4 in early years, seven hold qualifications at level three in early years, of whom one is working towards a degree qualification, one holds a qualification at level two in early years, one is unqualified and working towards a qualification at level two in early years and the other is unqualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Adults' good knowledge of the learning, development and welfare requirements of the Early Years Foundation Stage framework ensures children achieve well. An interesting, well equipped and welcoming environment fully reflects the children's backgrounds and the wider community. Largely effective planning methods and staff's positive approach mean children make good progress in many areas of learning. All children are supervised well, kept safe and fully safeguarded because all of the staff team have a good knowledge of child protection issues. Relationships with parents, carers and other settings are strong. An effective self-evaluation is in place, which demonstrates the pre-school's good capacity for future improvements.

What steps need to be taken to improve provision further?

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

- develop planning to ensure the learning intention of all activities is clear, to help further maximise children's experiences
- increase opportunities for children to work with numbers and experiment with

weighing and measuring through indoor and outdoor play.

The effectiveness of leadership and management of the early years provision

Safeguarding measures are good. There are clearly written policies, strategies and procedures in place to ensure the safety and welfare of children. A designated member of staff has clear management responsibility in relation to child protection and all staff are aware of this. All staff have a good understanding of their roles and responsibilities in relation to safeguarding children. There are effective procedures in place to ensure adults caring for children or having unsupervised access to them are suitably qualified, vetted and experienced. Risk assessments are conducted and documented thoroughly, and are effective in making the environment safe for children. All records, policies and procedures required for the safe and efficient management of the service and to meet the needs of all children are in place and regularly reviewed.

A well organised educational programme offers planned, purposeful play both indoors and outdoors, which results in children being active and creative learners. All adults are deployed well to support children's learning and welfare. Staff plan effectively as a team and offer a good balance of adult-led and child-initiated activities. Systematic observations and assessments of what the children do and like are used effectively to guide planning and extend children's learning. However, on occasions the learning intention of some activities is not always clear and therefore the learning potential of these experiences are not always fully maximised. Staff offer encouragement to all children, to ensure they become actively involved in the activities on offer. They are especially skilled at encouraging both boys and girls and children with special educational needs and disabilities, to fully participate and use what is available.

Good progress has been made since the last inspection. A new person in charge has been appointed, who is also involved with the care of the children. She works collaboratively with the team to test new ideas and question practice, in order to help improve outcomes for children. She and the staff team have a clear overview about the service they provide for children and their families and have created a plan of how to further improve the pre-school. Staff are motivated and supported well to further raise their skills and qualifications.

The pre-school is committed to working in partnership with parents and carers and has established effective communication links between staff, parents and their children. Parents and carers are kept well informed about the provision and all aspects of their children's achievements and progress. Partnerships with the host school and other agencies are effectively established to help support transition, continuity of care and children with special educational needs and/or disabilities.

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

Children's personal, social and emotional development is supported very well. All children develop close relationships, which are warm and caring, with adults and each other. They demonstrate good levels of concentration within this exciting and stimulating environment. They are developing their confidence very well as they busily move around their environment. For example, children eagerly help themselves to resources from the shed outdoors to further extend their play. The environment, both indoors and outdoors, effectively promotes early writing skills for both boys and girls. For example, many boys who prefer being outdoors develop an interest in early writing skills as they have free access to the mounted chalk board in the outside area. Children develop a keen interest in books because they are made easily accessible in a comfortable, cushioned area, which is enjoyed by many of the children. Children benefit from a range of opportunities which help them to develop their spoken language and listening skills, through sharing conversations and their stories in pairs and in groups.

The children's knowledge and understanding of the world is supported well. They engage in a wide range of experiences in which they encounter creatures, people, plants and objects in their natural environment and real life situations. Good first hand experiences enrich the children's learning. For example, children are currently observing the life cycle of frogs and are keen to observe the changes to tadpoles over time. They thoroughly enjoy using the garden area to dig, plant and care for flowers. The school allotment also offers good opportunities for children to grow vegetables and learn about the natural world and healthy eating.

Children learn to respect each other's differences and customs by learning about different countries, faiths and customs. They gain an understanding of diversity through themed activities and access to a varied range of resources, such as books, dolls, dressing up clothes, pictures and posters. Children's problem solving and reasoning skills are building well. They seek patterns, count, sort and match when using a range of construction toys, puzzles, peg boards, threading laces and games. However, opportunities for children to work with numbers and to experience weighing, measuring and capacity through practical activities are not fully incorporated into their routine. Children enjoy a wide range of experiences to express their creativity and imagination through a variety of arts and crafts materials and by engaging in role play.

Children develop good personal habits due to the routine praise and encouragement they receive. Staff are consistent in their approach to behaviour management, which helps children learn right from wrong and how to move around safely indoors and outside. Children greatly benefit from daily access to fresh air and the outdoor environment throughout the session, which contributes significantly to their health and well-being. Children enjoy a healthy and nutritious snack each day and understand which foods are good for them. They successfully develop skills that will help them in their future learning.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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