

Poppyfields Kindergarten

Inspection report for early years provision

Unique reference number EY332195
Inspection date 18/06/2012
Inspector Edgar Hastings

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Type of setting Childcare - Non-Domestic

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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

Poppyfields Kindergarten was registered in 2006. It operates within the early years unit at Crestwood Park Primary School in Kingswinford. Children have access to an outdoor play area. The majority of the children who attend live within the school catchment area, although a small number attending the after school club attend other local schools. The setting offers a kindergarten, breakfast and after school clubs and a holiday club.

A maximum of 32 children from two years to eight years may attend the setting at any one time. The setting also provides care for children from eight to 16 years. There are currently 97 children on roll, of whom 51 are within the early years age range. There are 49 children who are in receipt of funding for nursery education. The kindergarten operates Monday to Friday during term time only. Sessions are from 8.45am to 12.45pm and from 12:45 to 3:45pm. A lunch club operates from 11.45am to 1pm. The breakfast and after school clubs operate Monday to Friday from 7.30am to 8.55am and from 3.15pm to 6pm during term time only. The holiday club operates from 7.30am to 6pm during school holidays. Children may attend for a variety of sessions.

It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The kindergarten receives support from the local authority early years department, and is able to support children with special educational needs and/or disabilities. There are seven staff who work with the children. Three members of staff hold a National Vocational Qualification (NVQ) at level 2, one holds an NVQ at level 3, one has an NVQ at level 4, one has a foundation degree, and the manager has a degree in Early Childhood Studies.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Poppyfields Kindergarten provides a welcoming and stimulating environment where overall, children make good progress in their learning and development. Skilled staff promote positive attitudes to learning and ensure that all children are fully engaged in an interesting range of well planned activities. A safe and secure environment is provided and all welfare needs are effectively met. Practice is inclusive and all children are valued equally. Partnerships with parents are outstanding, while excellent links with outside agencies ensure children with special educational needs and/or disabilities receive high quality support. The management has overseen many positive developments to the setting over time and have amply demonstrated that they have a good capacity to make continuous improvements in the future.

What steps need to be taken to improve provision further?

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

- develop further tracking system that will more accurately identify the progress children are making.

The effectiveness of leadership and management of the early years provision

The safety and well being of all children is given high priority at Poppyfields. Rigorous checks and procedures have been put in place to ensure a safe environment is provided. Safeguarding procedures are robust. Staff are aware of the setting's policy and understand their responsibilities. They have all received safeguarding training to the required level. The manager has been trained to level two and has also completed the Safer Recruitment training. Rigorous vetting procedures are in place to ensure children are cared for by suitable adults. Induction procedures for new staff and for students on placement are effectively implemented. All staff are trained first aiders. Appropriate safety checks are completed at the start and end of each session to ensure the safety of premises and equipment. Regular cleaning takes place between sessions to ensure that high standards of hygiene are maintained. Secure registration procedures are in place to record the arrival and departure of all children. Good quality resources are organised well to provide a stimulating and interesting learning environment. Areas of learning are attractively arranged with resources easily accessible to children.

The experienced manager has a clear vision for the future and regularly evaluates the work of the setting, identifying their strengths and areas for development. These are then outlined in a development plan, which clearly demonstrates the good capacity for continued improvement. Included are plans for the establishment of a forest school facility that will benefit all children and add a further dimension to their development. A strong team of staff has been established over time who work effectively with the children. The manager leads by example and is fully involved in working with the children whom she knows well. High expectations ensure good standards are achieved from colleagues through in-house training and mentoring. Staff have been enabled through their appraisal interviews to access appropriate further training that benefits them personally, and also the setting as a whole. Consequently, staff have taken on areas of responsibility that match their own interests and areas of expertise. All staff contribute to the weekly planning meeting where evidence of children's interests and needs forms the basis of future planned activity. This has contributed well to children's good progress in learning and development which is monitored regularly.

Partnership working with the host school is outstanding. The setting has become fully integrated with the school's early years unit, and works closely alongside the reception class. Information and resource sharing plus the mixing with older children, prepares for a seamless transition as well as opportunities for social development. Relationships with parents are highly positive and exemplary partnerships exist because parents are heavily involved in their children's learning. They have the opportunity to contribute to the setting's development through contributing their views through the Parent's Voice. Parents have free access to the children's 'Learning Journeys' and frequently make contributions to them. Regular

open evenings for parents allow them to view children's progress over time. The inclusive nature of information sharing has ensured high levels of engagement with parents. Excellent links with outside agencies ensure that children's needs are exceptionally well supported. This is particularly true for children with special educational needs/and or disabilities.

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

Children enjoy attending Poppyfields because they are warmly welcomed and are provided with an exciting and enjoyable range of activities from which to choose. They also benefit from the positive relationship that have been established with their peers and adults and because of the good provision. Children arrive confidently and know the routines to follow. On Mondays parents routinely spend a short time writing their weekend news. This is then shared within their child's key person group. At the same time parents encourage their child to practise writing their names. Consequently, this regular activity is helping to develop children's reading and writing skills effectively through the help and support of their parents. The day starts with registration in groups with their key person. Each child is encouraged to be involved in sharing their news. During group time they also develop good listening skills, learn to take turns, practice counting and recite or sing nursery rhymes. There is a strong emphasis on the development of children's personal and social skills as this had previously been identified as an area for further development. Regular observations and assessments are completed in order to identify children's progress. However, the current system of assessment does not enable the setting to identify progress accurately enough. Nevertheless, it is clear that most children make good progress overall.

Following registration children are free to choose their own activity, either with a friend or on their own. The role play areas are popular and in the post office children enjoy mark making and developing some fine motor skills. They engage in cutting and folding, sticking and stamping, and posting their letters in the red pillar box. This activity enables children to learn to recognise numerals as they cut out numbers to stick on the envelopes. There is lots of enjoyment in this activity and children show good levels of concentration as they use the post office computer. By operating the keyboard and the calculators they develop an awareness of letters and numerals. The home corner provides for more imaginative play as children happily engage in cake making and talk knowledgeably about the ingredients they are using. In the outdoor area children develop an awareness of their natural environment as they help to plant pea plants in the garden. As the adult takes the plants from the pots they discuss the purpose of the roots, and make comparisons using language such as the longest or the baby one. In the role play garden centre counting skills are reinforced as the coins in the till are counted. The pet rabbits are fed and cared for by the children. This reinforces taking responsibility for pet animals. In the sand tray area children play imaginatively and co-operatively together with a selection of dinosaurs that they make homes for in the sand. They imagine the noises they might have made, and talk about which is the most fierce judging by the size of their teeth. In an adult led activity children use their cutting and sticking skills to create Olympic torches out of different types

of paper. Photographic evidence showed children enjoying a jubilee party. They were dressed in red, white and blue, waving flags and enjoying a 'street party'.

Children are taught how to play safely as rules about sensible behaviour are regularly reinforced. In the outdoor playground children ride on wheeled toys. They learn about the rules of the road and travel in the same direction as others to avoid collision. There are regular opportunities to be active using the adventure playground to explore, to climb and to balance on. Weekly visits from a Sports Development Unit enable children to develop ball and sporting skills in the school hall. Behaviour is good. Children share their play with others and join in with tidying up. They know and understand hand washing routines. Independence is promoted well. Children put on aprons and wellingtons themselves and are able to choose when they want to have their snack. Healthy eating is promoted well through access to healthy snacks and packed lunches. Meal times help to promote children's social development as they sit together at a table. Staff provide a real insight into today's diverse community by ensuring children have a positive image of other cultures. This is successfully achieved through the celebration of festivals such as Christmas, Easter, Diwali, St George's Day and the Chinese New Year. Children's health, safety and well-being are all promoted effectively and they are being prepared well for the next stage of their education.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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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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