

# Little Poppet's Pre-School

Tudor Hall, Tudor Drive, KINGSTON UPON THAMES, Surrey, KT2 5QH

## Inspection date

Previous inspection date

13/03/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision is satisfactory

- A welcoming child centred environment is created where staff provide a range of activities and play experiences that children enjoy.
- Staff share supportive, affectionate interaction with children, forming sound relationships and helping them to feel secure and safe.
- Relationships with parents are good they praise the staff, feel information is shared effectively and that their children enjoy their time at pre school.
- The proprietor has a clear vision for how she wants the setting to progress and develop.

### It is not yet good because

- Observation and assessment systems are not yet fully developed to ensure consistent regular and precise assessments of children's development or clearly identify how individual children will be supported in making progress.
- The organisation of some resources is not consistently monitored to provide sufficient space for children to use these appropriately.
- A selection of varied resources that support children's imaginary play and encourage their inventiveness are not easily accessible to children to use for a variety of purposes.
- The use of meaningful resources to support children's communication and language development is not developed to include pictures and photographs of activities and

experiences children enjoy.

## **Information about this inspection**

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## **Inspection activities**

- The inspector spent the inspection time observing children in the pre-school hall and outdoor area.
- The inspector sampled children's information and development records.
- The inspector shared ongoing discussion with staff and the proprietor/manager and a joint observation took place with the proprietor/manager.
- Parents' views were gathered through discussion with several parents and carers.
- Safeguarding was discussed with staff and the proprietor/manager. The pre-school's policy was sampled.

## **Inspector**

Jane Nelson

## **Full Report**

### **Information about the setting**

Little Poppet's Pre-School registered in 2012. It is privately owned and is one of two pre-schools owned by Poppet's Childcare Ltd. It operates from a large hall in the Tudor Hall in Kingston upon Thames, Surrey. Children have access to a secure enclosed area for outdoor play. The pre-school is registered on the Early Years Register and provides care for a total of 26 children aged between two to five years. There are currently 36 children on roll.

The pre-school operates Monday to Friday from 9.10am to 12.10pm, during term time. Children attend from the local and wider areas. The pre-school receives funding for free early education for children aged two, three and four years. A team of six staff work with the children, including the proprietor/manager. The proprietor/manager has a Foundation Degree in Early Years; one member of staff has a level 4 qualification in management; one member of staff has a level 3 childcare qualification and two members of staff have level 2 qualifications in childcare. The pre-school receives support from the local authority early years team.

### **What the setting needs to do to improve further**

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the use of observations and assessment, making regular, consistent and precise assessments of children and use these to plan suitably challenging experiences for each child in all areas of learning, reflecting those observations.

**To further improve the quality of the early years provision the provider should:**

- review the organisation of resources and monitor areas where children are using large play equipment, such as building blocks, to provide safe spaces, explaining safety to children
- support children's excursions into imaginary worlds by encouraging inventiveness; for example, by providing resources such as bags, purses, wallets and positioning child safe mirrors at children's height so they can see their own and each other's reflections
- develop the use of resources to encourage children's communication and language; for example, by displaying pictures and photographs showing familiar events, objects and activities and talking about them with the children.

**Inspection judgements**

**How well the early years provision meets the needs of the range of children who attend**

Children are happy at the pre-school and benefit from the welcoming environment that staff create. They form sound relationships with staff who share affectionate and caring interaction with children. This helps children feel secure, settled and gradually develop their independence. The pre-school staff plan a varied and interesting range of activities that children enjoy, using the indoor and outdoor environments. Overall, the needs of children are met appropriately and as a result, children make sound progress in their learning and development, given their starting points.

Children are acquiring a range of skills that will support them appropriately in the next stage in their learning, through their experience at the pre-school. For example, for many children this is the first time they are separating from their parents or carers, and they are building relationships outside their immediate family. Children are adjusting to being in a group and playing in a larger environment where there are challenges and skills to develop, such as sharing, taking turns and working together. Staff support children appropriately in adjusting to these routines. For example, staff use reminders to take turns, and talk about what will happen next. This provides reassurance and helps children

to build confidence. The daily routine of large group time, outdoor play and snack time, prepares children for similar experiences that will occur as they move onto other settings, such as nursery class or school.

Children learn about the world around them through experiences in their daily play. For example, staff set up a florist shop with artificial flowers, wrapping paper and a cash register with play money. Children choose their flowers, using small physical skills and co-ordination. Staff help them to carefully wrap the flowers in tissue paper, handle the play money and operate the electronic till. However, resources to support and extend children's imaginary play in all areas are not readily available. For example, children find handling the money and their flowers at the same time difficult and a little frustrating. However, staff do not currently provide useful additional items, for example, purses, wallets and other resources to help children find solutions to dilemmas, such as dropping the money and not being able to hold everything in their hands at the same time. Also, there are fewer resources, such as child safe mirrors that encourage children's awareness of themselves and others and enable them to view their reflection, particularly during activities such as dressing up.

Children learn about numbers, shape and size in their play as they build and construct and use malleable materials, such as play dough. They work together with a member of staff concentrating on building a high tower from wooden blocks. Children feel and handle different shape bricks and balance these one on top of each other. They count the number of bricks as they build the tower, gauging and estimating as the tower grows in height that it is taller than they are. Children take pride in their achievement and staff reinforce this by praise and taking a photograph of the tower to capture children's creation. However, the location of the brick building activity and materials results in children's constructions frequently being knocked over inadvertently and large bricks falling near passing children.

Children enjoy playing outside on a sunny spring day and benefit from using the recently refurbished outdoor area. They use their physical skills to climb and balance on a climbing structure, dig and explore texture in the sand pit and have some space to move around on wheeled toys. Children observe the effects of wind in the outdoor environment, excitedly shouting as staff blow bubbles, which swiftly rise and move around in the wind. However, there is little use of resources to recreate these experiences and encourage children's communication and language skills through conversation. For example, by displaying photographs of their favourite activities, such as the bubble blowing, and familiar objects.

### **The contribution of the early years provision to the well-being of children**

Children demonstrate they generally feel safe and secure at the pre-school. Many arrive happy and separate well from their parents and carers. When children need reassurance or are finding this separation difficult, staff comfort children, quickly distracting them by involving them in the welcome time. Children are forming secure bonds with their key worker and this familiar presence also reassures children. Children are building friendships with each other as they play and work together, sometimes in small groups and during

larger group activities. For example, during the morning welcome time, story time and a parachute game when children and staff work together using their physical skills to lift and lower a large parachute.

Children are developing independence and confidence as they learn the pre-school routine and become familiar with snack time, toilet locations and routines. The location and height of the toilets mean that children require adult help and supervision when using these. Children learn about their own health and hygiene appropriately through these practices. Alternatives, such as using sanitising hand gel to clean their hands before eating snack, help children understand different ways to make sure their hands are clean. Children bring in fruit for their morning snack from home. They enjoy their healthy snack prepared by staff and help themselves. Snack time is arranged cafeteria style during part of the morning, enabling children to make choices about when to have their snack.

Children generally behave well as they are interested in many activities and play opportunities. They become familiar with the behaviour expected of them and the pre-school routine. Children concentrate and listen during story times and older children show a growing awareness of rules for their own safety, such as not running when they are inside. They generally play and move around safely, although at times the organisation of some resources, such as the building blocks, has an impact on this.

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

The pre-school is newly registered and the staff team recently formed. The proprietor who manages the pre-school has a clear vision for future development and recognises where some improvements are needed. For example, she plans to delegate some of the responsibilities she currently holds to other members of staff and develop the staff team's skills through training. The proprietor uses an effective self-evaluation system, the induction process for new staff, staff supervision and advice from the local authority to monitor and reflect on practice.

Some aspects of practice are still in the early stages of being implemented. For example, the use of observations and assessment is not yet fully developed to ensure regular and precise assessments of children's development are consistently made. As a result, how individual children will be supported in making progress is not always clearly identified. The formal sharing of information with parents about children's development, such as the newly required two year progress check and regular parents' evenings are in the early stages.

Space in the premises and outdoor area is generally organised appropriately to enable children to play and move around independently. The pre-school is equipped with a varied range of equipment and resources that support children's learning and development appropriately. Staff set these out creatively and present some in an interesting way to encourage children's interest. For example, staff provide soil in the sand tray for children to explore and dig in.

The proprietor implements appropriate recruitment and vetting procedures to establish that staff are qualified and suitable to work with children. Staff are organised and deployed appropriately to meet children's needs. They are clear about their designated responsibilities during the pre-school session and their responsibility to ensure children are well supervised at all times. Staff use risk assessments appropriately during the daily setting up and putting away of furniture and equipment, which they do efficiently each day to monitor safety. Staff and the proprietor understand their responsibilities relating to child protection and the procedure to follow if concerns arise about children's welfare, or an allegation is made relating to a member of staff. The required records and documentation are maintained to meet requirements and the proprietor is aware of her responsibilities in meeting the required staff qualification and adult to child ratios.

Relationships with parents and carers are a particular strength of the pre-school and parents and carers spoken to at the inspection praise the pre-school and staff. They comment in particular on the bonds children are forming with their key persons and how children talk about staff at home. Information for parents is attractively displayed in the reception area, with photographs of staff, details of the current 'theme' and information about some of the books staff are currently reading with the children. This provides opportunities for parents to be involved in children's learning and continue discussions about what they have done at pre-school at home. Parents feel information is shared well with them verbally.

Partnerships with other settings children attend are in their early stages. For example, the proprietor has plans to make links with local schools and the Children's Centre; however, these are not yet fully implemented. Systems for sharing information with other carers, such as childminders, through a shared information book, are being implemented and result in generally effective communication.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY450560
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	884125
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Poppet's Childcare Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07519 526 681

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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