

Little Poppets Pre-School

Elm Park Assembly Hall, Eyhurst Avenue, HORNCHURCH, Essex, RM12 4RA

Inspection date	10/09/2013
Previous inspection date	28/01/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
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

- The owner/managers and staff work together well overall as a team. Children benefit from the provision of a calm and stimulating play environment.
- Children develop good relationships with staff and behave well. They learn to be independent, respect the needs of other children and play happily together.
- Children are keen to explore and learn. Their progress is closely monitored so that staff can move them on in their learning according to their individual needs.

It is not yet good because

- The pre-school does not have a clear safeguarding policy, which includes all the required elements as set out in the Statutory Framework for the Early Years Foundation Stage.
- Staff do not consistently extend children's mathematical thinking as they take part in free play activities. This means they have slightly fewer opportunities to extend their mathematical development at such times.

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 observed children as they participated in activities.
- The inspector talked with members of staff.
- The inspector sampled documentation, in particular documents relating to safeguarding and children's progress.
- The inspector interviewed the two owner/managers.
- The inspector took part in a joint observation with a manager.

Inspector

Jill Nugent

Full Report

Information about the setting

Little Poppets Pre-School registered in 2009 and operates from a community hall in Elm Park in the London Borough of Havering. Children have access to a secure outdoor play area. The pre-school is open every weekday during term-time from 9.15am to 2.15pm, except for Thursday when it closes at 1.15pm. The preschool is registered on the Early Years Register. There are currently 52 children on roll and six members of staff. All staff hold relevant early years qualifications. The pre-school receives funding for the provision of free early education to children aged three and four years. The pre-school supports children with special educational needs and those who are learning English as an additional language.

What the setting needs to do to improve further

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

- put in place a clear safeguarding policy that is in line with the guidance and procedures of the relevant Local Safeguarding Children Board and includes an explanation of the action to be taken in the event of an allegation being made against a member of staff, and covers the use of mobile phones and cameras in the setting.

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

- look at ways of improving staff's interaction with children during free play to further extend children's learning in the area of mathematics.

Inspection judgements

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

The pre-school is effective in meeting the learning and development needs of the children who attend. Staff are enthusiastic in welcoming children and this helps children to quickly develop a sense of belonging. Children become confident in making their own choices from the various resources that are set out indoors and outdoors. In addition, staff plan extra focus activities which are particularly useful in developing children's knowledge and skills within a chosen theme.

Staff encourage children to make independent choices across all areas of learning by making activities easily accessible in different play areas. Children enjoy opportunities to

explore and experiment. For example, they make different shapes and patterns as they connect construction pieces together. They enjoy investigating jigsaw puzzles and looking at picture books. Staff offer help and support for children, as they need it, thereby enhancing their learning experiences.

Staff engage children in conversation to help them develop good communication skills. They encourage children to enjoy books by reading the words to them and talking about the pictures. Staff are particularly skilled in using large group times to offer alternative learning experiences for children. Staff encourage children to talk about the weather, to count together, listen to stories and join in action rhymes. Children especially enjoy the organised music session when they play instruments and sing their favourite songs. These activities help children to become more aware of sounds and rhythm, connecting these to their own movements.

Staff get to know the children in their key groups very well and are aware of their individual learning needs. They make good use of the focus activities to observe children's progress in a particular aspect of development. All staff are consistent in their use of observational assessment and planning and consequently assessment records are well maintained. Particular attention is paid to supporting children with special educational needs through the use of individual education plans. This helps children to make good progress from their starting points and receive any extra support that they require as early as possible. Older children take part in small group times designed to help them prepare for school. In these adult-led activities staff help children to acquire the key skills they need for future learning. However, staff do not make the most of opportunities during free play sessions to join children in their play and extend their learning. For example, they do not consistently promote the use of mathematical language and numbers, which mean children have fewer mathematical experiences during this type of play.

Children enjoy the many opportunities to use their imagination in their play. For example, they especially like to play with a collection of dolls and different types of construction equipment. At times they become absorbed in their play and make up a variety of pretend games. This helps them to learn to express themselves in different ways and encourages them to be creative in their ideas. When making pictures of their faces, children are encouraged to look closely at themselves in a mirror to help them observe closely and develop better artistic skills.

Staff encourage children to learn about the natural environment by growing plants in old tyres. Children enjoy much outdoor play and are able to practise physical skills in different ways. For example, they ride around on wheeled vehicles or follow a short obstacle course, which requires them to climb, jump and step along markers. These activities help children to develop good coordination and an awareness of space. Children have good opportunities to learn about their own community and to increase their awareness of diversity in a wider world.

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

Staff promote children's well-being soundly in practice, despite weaknesses in leadership and management relating to the safeguarding policy. They make sure that children are well supported as they settle into pre-school, which helps children to feel valued and safe. Consequently children play very happily. Staff are always on hand and attentive to children's individual needs. They pay particular attention to those children who find it more difficult to settle by spending extra time with them. Children benefit from the large space available, which allows them to move freely between the indoors and outdoors. They quickly gain self-confidence and often revisit the activities they like. For example, children often return to the construction equipment or obstacle course to have another go. In this way they gain more from each learning experience.

Staff provide guidance for children about what is expected of them. Children are reminded of the rules every day so that they are fully aware of how to behave and move around safely as they choose what to play with. Staff encourage children's awareness of personal safety so that children learn to assess risks for themselves, for example when using outdoor equipment. Children are encouraged to make others feel welcome and this helps to engender a feeling of community. Children are responsive to adults and follow their instructions positively. For example, they line up quietly to go to the toilets and sit appropriately at group times. When playing music they listen and respond to instructions as to when to play, when to stop and when to put down their instruments. Children learn in this way to show respect for others and for their belongings.

Staff actively encourage children to adopt good hygiene practices. They ensure that children are aware of the need to wash their hands before snack and lunch. They are aware of children's dietary needs and provide healthy snacks. The outdoor play area is made available for most of the day and this encourages children to enjoy the experience of playing in the fresh air. Staff are flexible in their approach, helping children to gradually get used to routines without feeling under pressure. For example, children are slowly encouraged to join in lunchtimes so that they learn to enjoy the social experience of eating with others.

Staff help children learn to be independent, and to manage their own personal needs, right from when they start at pre-school. As a result, children are very good at looking after themselves, for example, finding their coats to go outdoors or choosing their own food at snack times. They play alongside each other harmoniously and build close friendships. Older children are confident in approaching others and initiating conversation. They enjoy playing with their friends and work well together, for example, when constructing models. Staff help children to prepare for school by talking with them and reading them stories about going to school.

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

The inspection was brought forward following concerns received by Ofsted about how staff share information with parents about children's learning and development, safeguarding practices and the supervision of children. The concerns also related to

accidents sustained by children and how parents are informed. The inspection found that the two owner/managers work directly alongside staff. This results in cohesive teamwork where staff work together to meet children's needs. Staff promote a calm and disciplined environment where children feel secure. The ratio of adults to children is high and children can easily find an adult if they need reassurance. Staff follow rotas to ensure that their deployment works effectively and that children are well supervised. However the pre-school does not have a clear safeguarding policy, containing the required information about safeguarding children, reference to procedures regarding allegations against staff and the use of mobile phones and cameras. This is a breach of a legal requirement. However, there is little impact on the children because although safeguarding paperwork is not well-organised the managers understand how to apply all relevant procedures. For example, they ensure that all staff are aware of the information in the staff handbook regarding the use of mobile phones and cameras. In addition all staff know what to do if they have any concerns relating to child protection.

All staff attend regular training in safeguarding and have a good understanding of child protection procedures. Staff are attentive to children's safety on the premises and vigilant about supervising children, wherever they choose to play. For example, staff supervise separate parts of the outdoor play area to ensure that all children are within sight of an adult. The managers ensure that staff undergo the required checks to show that they are suitable to work with children. The premises have been risk assessed and this assessment is reviewed annually to ensure that all necessary safety measures are in place. All staff are trained in first aid and maintain the accident records appropriately. They make sure to inform parents each day of any accidents that have taken place.

The managers monitor the educational programmes well. They review children's progress and assessment records in liaison with the local authority. This helps to ensure that all areas of learning are promoted effectively and that children are making good progress given their individual starting points.

The pre-school has a close working partnership with parents and carers. This is supported by the provision of a written home-school agreement. The pre-school's prospectus includes clear information for parents about the provision for their children. For example, parents are given information about the educational programme and ideas for supporting their children's learning at home. In addition there is detailed information concerning the health and safety of children in the setting. Staff liaise with parents about the provision of packed lunches for children in order to ensure that these are healthy and nutritious.

Parents are kept up to date with news and events through the issuing of a regular newsletter. They are informed about each term's activities so that they can become involved in their children's learning at pre-school. This is further promoted through a recent initiative to provide all children with home-school books, which provide extra activities for children to try at home. Parents receive a copy of each child's two-year-old progress check and a final summary report when leaving. Staff have established links with other early years professionals and providers which are used effectively to ensure children receive continuity of care and learning according to their needs.

The managers involve staff in a process of regular self-evaluation and this leads to an

ongoing development plan that the managers use to promote the continual improvement of the provision. The views of parents and children are taken into account when reviewing the written self-evaluation. As a result, future plans are relevant and well-targeted. Since the last inspection, for example, the outdoor play area has been greatly improved through the introduction of a safe, all-weather play surface. Managers have also improved systems to promote the next steps in children's learning well. Staff are committed to their own professional development and make the most of opportunities to attend extra training events. They are eager to renew the setting's quality assurance award, which has recently expired. The managers and staff are well supported by the local authority who make regular visits to ensure that standards are maintained.

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

Unique reference number	EY393591
Local authority	Havering
Inspection number	935401
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	52
Name of provider	Little Poppets Pre-School Partnership
Date of previous inspection	28/01/2010
Telephone number	07908 210451

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

