

Little Poppets

Seaford Cp School, Wilkinson Way, SEAFORD, East Sussex, BN25 2JF

Inspection date	03/11/2014
Previous inspection date	06/12/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children enjoy high levels of independence in their play because staff are skilled at facilitating child-initiated activities and planning for their interests.
- Staff have consistently good skills in teaching and work together very effectively as a team. Children make good progress as a result.
- The staff team has built strong partnerships with parents and other professionals. This promotes children's consistent care, especially as they move to on to school.
- The learning environment includes a wide range of equipment indoors and out. Children benefit from using these to set their own challenges and explore their ideas.

It is not yet outstanding because

- The staff team does not assess the progress of groups of children, such as comparing boys and girls. This has an impact on their ability to address achievement gaps.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children at play in the nursery and saw the outdoor play environment.
- The inspector and manager carried out a joint observation, and discussed practice with the manager and staff.
- The inspector spoke to parents to gather their views.
- The inspector examined a range of documentation, including children's learning records, policies and accident and incident books.

Inspector

Susan McCourt

Full report

Information about the setting

Little Poppets registered in 2007. It is privately owned and operates from purpose-built premises in the grounds of Seaford Primary School, in Seaford, East Sussex. 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. Opening hours are from 8am to 6pm 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 58 children on roll; of these, 42 are in the early years age group, including children aged three and four in receipt of funded education. The nursery currently supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are seven members of staff, all of whom hold appropriate early years qualifications at levels 3 and 4.

What the setting needs to do to improve further

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

- enhance the effectiveness of monitoring the provision by analysing the achievements of particular groups of children.

Inspection judgements

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

Staff have a good understanding of how to meet the learning and development requirements. Staff provide a wide range of activities and play equipment to cover all areas of learning. This promotes broad and balanced educational programmes. Staff are very skilled at facilitating child-initiated play, and base their plans on children's immediate interests and ideas. This means that children are continually engaged in activities as independent, active learners who set their own challenges. As a result, children make strong progress in their learning.

Staff have good consistent teaching skills and work well together as a team. Children become confident communicators because staff are very attentive to children's communication and language. Staff listen and talk to children as they play and use open questions and comments to extend and consolidate children's growing vocabulary. As a result, children use a wide vocabulary in their play, talking with each other about recipes and ingredients in role play for example. Staff organise very successful adult-led group times, where children confidently share their ideas and experiences. Children also experiment with their confidence, and have a go at standing and talking to the group.

Staff recognise and praise children as they set and achieve spontaneous personal challenges. Staff are very skilled at weaving mathematical knowledge and vocabulary into all forms of play. They count with children frequently, and ask children to notice how tall a tower is and what it compares to. Children recognise numerals around the play environment and enjoy playing puzzle games which match numerals and quantities. As a result, children gain mature skills in their mathematical development. For example, staff invited children to compare different lengths of fence when playing with farm toys. Children went on to build complex shapes using the different lengths to make pens for animals.

Children enjoy a wide variety of role-play activities. Staff are skilled at observing children's play and extending it. For example, when children spontaneously created a caf using play food, staff offered different bags so they could have a take-away or take food to their friends. Staff's skill at facilitating children's play means that children concentrate for lengthy periods on the same activity, extending it and adapting it to set new challenges. In this way, children stay fully engaged in purposeful play throughout their time in nursery.

Staff meet with parents before children start at the nursery to gather information about the child's current achievements and abilities. Staff then provide the resources that they know will engage and interest children as they settle in. Staff make an assessment of children's achievements after a short period, and then regularly review children's progress. Staff work with parents closely to agree children's next steps for learning. Staff plan for spontaneity, in that they base each day's plans around building on children's current interests and ideas. Staff address children's next steps within largely child-initiated play, which means that children are fully engaged with their learning. Staff also track children in terms of how they use the play space, and how they engage in group activities. All observations are recorded and used as the basis for progress checks, including the progress check for two-year-olds. Staff relate children's achievements to their expected levels of development which helps them to identify and address any gaps in their achievement. Children make rapid progress where staff have addressed such gaps, and make good progress overall.

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

Staff are very effective key persons for children. The key person gets to know the child and family very well and works with a colleague to provide a buddy system. This means that children and parents always have a familiar face in the nursery. Care takes place in one main room, so all children soon get to know all staff and this creates a warm, family atmosphere. Staff all know children's individual care needs and give lots of reassurance and cuddles if a child is sad. As a result, children soon separate confidently from their parents and have a strong sense of ownership in the nursery. Staff have a good understanding of how to create and adapt the learning environment to meet children's needs. They discuss each day which equipment to provide and adapt it through the day to facilitate children's ideas. Resources are of good quality, and supplemented with a wide

range of natural and household objects, especially in outdoor play. Staff organise the routine to maximise children's independence, involving them in preparing for snacks and meals, tidying and decision-making.

Children benefit from lots of opportunities to learn about healthy lifestyles. They eat a wide variety of snacks including fruit and toast, and have drinks of milk or water. Staff know about children's allergies and dietary preferences and make sure that children have the correct foods. Children take good care of their personal hygiene. Older children can use the toilets independently and younger children benefit from staff's thoughtful approach to their privacy when learning self-care skills or during intimate care. For example, children know not to go in the bathroom when staff are changing nappies. Children enjoy a wide range of activities to promote their physical development. Children use the play equipment in the school grounds, as well as their own garden area, which has small trees to climb or swing from. Staff carefully promote children's physical risk-taking, teaching them how to make decisions about what they do and what consequences might be. They are always at hand when children are learning new skills, whether this is using a tricycle or cutting with scissors. As a result, children gain good physical skills and understand how to keep safe.

Children's behaviour is good. They cooperate with each other easily as they play and negotiate with each other about how to play. Children are assertive when it comes to turn-taking and understand that sometimes they have to wait, or share what they have. Children have strong social skills and show empathy for their friends if they are upset. Staff have positive ways of handling incidents such as biting, as they talk to the children and read them a special story about mouths and what they can do. This helps children to gain control over their behaviour and build strong friendships. Overall, children gain good skills to help them in their future learning.

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

The manager has a good understanding of how to meet the safeguarding and welfare requirements. There is a clear and detailed safeguarding policy which all staff know and understand. All staff know how to protect children from unvetted adults so children remain safe. All staff are checked as to their suitability to work with children, and they know what to do should they have concerns about the welfare of a child. Staff ratios are maintained appropriately and they are well deployed to supervise children and promote children's independence and safety. Staff understand their role in maintaining health and safety and follow the procedures identified in risk assessments. For example, a member of staff is always deployed near the sleeping area when young children are having a nap so that children are continually monitored. Staff understand how record-keeping and documentation underpins children's welfare. For example, staff complete accident, incident and medication records and keep parents informed of the same. All staff have training in paediatric first aid, which means that children benefit from immediate skilled help in case of emergencies.

The manager has a strong range of techniques to monitor the work of staff. She works alongside staff in all aspects of the nursery and therefore has a good understanding of their strengths and skills. She acts as a coach and mentor for all staff, and staff act as peer observers to give feedback on how each of them works. This helps the staff team to discuss how to make improvements to activities and teaching methods, and feeds into their annual appraisals. The manager regularly reviews the learning journals, observations and assessments to help staff to maintain their high quality work. The manager reviews the individual children's progress to work with staff to identify achievement gaps and has a good understanding of how to support children's different learning styles. However, she has no current systems to analyse children in groups, such as comparing the attainments of boys and girls. This has an impact on her ability to address achievement gaps between groups.

Staff build strong partnerships with parents. They work closely together when settling children in and staff talk to parents regularly about children's next steps. Staff talk to parents about any significant achievements or activities at handover times and parents comment on how they feel they can talk to staff at any time. Parents appreciate the small family-style nature of the nursery and value how much progress their children make in their social and communication skills. Staff also build strong partnerships with other professionals who work with children. For example, they work with the key person in any other daycare setting the child attends as well as speech therapists and health visitors. The manager and staff have built a strong relationship with local schools, especially the on-site school. Children have frequent visits to a school setting through the year and nursery staff work closely with reception teachers to help children transfer successfully.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY360519
Local authority	East Sussex
Inspection number	844199
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	58
Name of provider	Julie Smith
Date of previous inspection	06/12/2010
Telephone number	01323 896069

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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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