

Poppyfields Kindergarten

Crestwood Park Primary School, Lapwood Avenue, KINGSWINFORD, West Midlands, DY6 8RP



Inspection date	22 January 2015
Previous inspection date	18 June 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children are motivated, eager and keen to join in because staff provide a good balance of child-initiated and adult-led activities. They observe and assess children's progress and effectively plan how they will support them in making the best possible progress.
- Children are supported to acquire the skills and capacity to develop and learn effectively, and be ready for the next stages in their learning especially school through key person groups and by providing a balance of resources to cover all areas of learning.
- Staff are good role models, teaching children to socialise, learn good manners and offer support when needed. As a result, children are well settled and emotionally secure.
- Children are protected from harm because staff have a good knowledge of safeguarding and their roles and responsibilities for child protection.
- Partnership working between parents and staff is very good and effectively supports children's well-being and progress. Parents speak highly of the friendly, approachable staff team and value their support.

It is not yet outstanding because:

- There is room to enhance the outdoor learning environment further to provide children with even more resources and opportunities to develop their skills and extend their enjoyment and achievement.

What the setting needs to do to improve further

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

- extend the opportunities to improve all children's enjoyment and achievement outdoors, for example, by increasing the range of resources which will offer challenge to develop their skills in balancing, climbing and jumping.

Inspection activities

- The inspector observed the staff engaging in a range of indoor and outdoor learning activities, play and daily care routines with the children.
- The inspector talked to children and staff, and also carried out a joint observation with the deputy.
- The inspector held a meeting with the deputy and manager during the inspection.
- The inspector looked at children's development folders, children's and staff files, a selection of policies, daily records, staff qualifications and suitability checks.
- The inspector gained parents' and other professionals' views from documentation available.

Inspector

Patricia Dawes

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching is good because staff have a secure knowledge of the seven areas of learning and incorporate these well into children's learning. Staff make home visits and gather useful information from parents about their children. They use this opportunity to begin the assessment process to ensure that they effectively support children from the start. Children's learning and development is maximised through a good range of activities and experiences. Staff encourage children to use their communication and listening skills well. For example, children remain focused and attentive during group activities. They are eager to join in and have a go as they play the musical instruments. They listen intently to the sounds when the staff member asks them to guess the hidden instrument she is playing. Staff encourage children to solve problems and extend their imagination. Children use dough and straws to make aliens, searching for quantity and sizes of the wobbly eyes they want to use. All of this has a positive impact on children and as a result, they make good progress in their learning and development.

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

The premises are spacious, warm and welcoming. Children enter the kindergarten happily because there is an effective key-person system in place, which helps children to settle quickly. Children are happy to select from the variety of indoor resources on offer, which are suitable for the ages and abilities of all children attending. However, the outdoor area lacks resources and equipment to offer children more challenge to develop their skills in balancing, climbing and jumping. Staff create an environment that is inviting, secure and safe, which enables children to take managed risks and explore safely, particularly outdoors in the forest school or mud kitchen areas. Children learn about healthy lifestyles and follow good hygiene practices, as they select their own drinks and are provided with a variety of healthy and nutritious snacks. Children's behaviour is very good and they receive lots of praise and encouragement from staff, which supports their confidence and self-esteem.

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

The provider has taken prompt and effective action for all identified areas that were raised at a previous Ofsted visit. Children are safeguarded well because staff have a very clear understanding of their roles and duty to protect children. Staff implement a good range of policies and procedures to promote children's health, safety and well-being. The management team and staff work well together and are committed to making improvements through the use of self-evaluation. For example, managers have fully considered all ways to share and model best practice and have introduced the use of peer observations. This helps to enhance practice and continually develop staff's knowledge so that children make the best possible progress. Staff work in partnership and communicate effectively with other professionals and agencies to complement all children's learning and progression, including children with special educational needs and/or disabilities.

Setting details

Unique reference number	EY332195
Local authority	Dudley
Inspection number	862510
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	74
Name of provider	Poppyfields Daycare Partnership
Date of previous inspection	18 June 2012
Telephone number	01384 812526

Poppyfields Kindergarten was registered in 2006 and is managed by a private partnership. It operates from rooms within a primary school site. The kindergarten employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, 6, and 7. The kindergarten opens from Monday to Friday during term time only. Sessions are from 8.30am to 11.30am and from 12.30pm to 3.30pm. A lunch club operates from 11.30am to 12.30pm. 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. The kindergarten provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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