

# Little Poppets Pre-School

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



## Inspection date

27 May 2016

Previous inspection date

10 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children play in a stimulating, welcoming and motivating environment that encourages them to explore. They choose from a good range of resources that promote their learning and development in all areas generally well.
- Staff join in with activities, encouraging and supporting children well while they play. They question children effectively to help extend their learning, such as by showing them how to use resources correctly to promote their independence skills further.
- Children are confident and learn to do things for themselves, and this helps to develop their self-esteem. For example, they serve themselves at snack time and learn to manage their own personal needs independently.
- The manager effectively monitors staff's performance. Staff have opportunities to develop their skills, such as by attending training. For example, after attending training linked to the progress check for children aged two years, staff share how to change how they organise the environment to better meet the needs of the younger children.

### It is not yet outstanding because:

- Staff do not always gather sufficient relevant information from parents about their children's early achievements to help them plan suitable learning experiences right from when children first start.
- Staff do not always provide children with effective opportunities to develop their understanding of different families and communities beyond their own.

## What the setting needs to do to improve further

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

- build on the ways information is gathered from parents about what children already know and can do, to help plan more precisely for children's early learning experiences
- provide children with a wider range of opportunities to learn about different people and communities to enhance their growing understanding of the world.

### Inspection activities

- The inspector observed the interactions between staff and children as they engaged together in activities.
- The inspector viewed documentation during the inspection, such as the setting's policies and procedures, safety risk assessments and children's attendance registers.
- The inspector held discussions with the manager and staff during the inspection about children's care and the activities provided for them.
- The inspector took into account the views of the parents and carers spoken to on the day.
- The inspector and the manager undertook a joint observation of a teaching activity.

### Inspector

Anneka Qayyum

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff set high expectations, which have helped them succeed in improving aspects of their provision since the last inspection. For example, policies and procedures for protecting children now clearly detail the procedures to follow to safeguard children. The manager and staff know how to recognise signs of children being at risk and where to report their concerns. The manager seeks the views of parents, staff and children to help her identify areas to improve, and then makes changes as needed. For example, staff recently changed the food offered at snack time after feedback from children. The manager, with the help of other professionals, reflects on staff's practice and the provision they provide. She recognises the setting's strengths and identifies areas where further development will help improve outcomes for children.

### Quality of teaching, learning and assessment is good

Staff know their key children well. They make regular and accurate observations of what children can do and plan suitably challenging activities to meet their identified learning needs. Children have a range of opportunities to develop their imagination and creative thinking. For example, they investigate with measuring tapes, measuring each other and develop their understanding of length. Children enjoy drawing and learn how to hold and control their pencils well. Staff support and extend children's literacy skills well, such as by helping them write their name and teaching them that text carries meaning. They work generally well with parents and other professionals to help promote a continuous approach to meeting children's needs. Staff use a range of ways to help children. For example, they use visual signs to help those children with emerging language skills, or those learning English as an additional language, to follow the daily routine.

### Personal development, behaviour and welfare are good

Children behave well. Staff regularly remind children of the rules and promote their positive behaviour. They form friendly, caring bonds with children and support their emotional well-being effectively. Children play happily and communicate confidently. They eat nutritious foods and learn about healthy lifestyles. Staff promote their physical well-being successfully. Children manage their own personal needs well. For example, they wash their hands before snack time and learn about the importance of following hygienic routines to maintain their good health.

### Outcomes for children are good

Children make good progress, given what they know when they start at the setting. They develop good social skills. For example, they learn to share and take turns. Children learn how to count accurately and recognise numbers. They gain secure early writing, physical and speaking skills. They learn the skills needed in readiness for their future learning.

## Setting details

<b>Unique reference number</b>	EY393591
<b>Local authority</b>	Havering
<b>Inspection number</b>	1028744
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Little Poppets Pre-School Partnership
<b>Registered person unique reference number</b>	RP903350
<b>Date of previous inspection</b>	10 September 2013
<b>Telephone number</b>	07731 116247 or 07908 210451

Little Poppets Pre-School registered in 2009. It operates from a community hall in Elm Park, in the London Borough of Havering. The pre-school is open every weekday during term time only from 9.15am to 2.15pm, except for Thursdays when it closes at 1.15pm. The provider receives funding to provide free early education for children aged two, three and four years. There are six members of staff, all of whom hold appropriate childcare qualifications at levels 3, 4 and 6.

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