

Poplars Preschool

Water Leys Primary School, Guilford Drive, WIGSTON, Leicestershire, LE18 1HG



Inspection date

9 March 2017

Previous inspection date

9 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The management team successfully monitors and evaluates the quality of provision. The team takes account of the views of children, staff and parents as further improvements to the preschool are planned.
- The management team and staff have a good understanding of how to promote young children's good progress.
- Staff act as good role models and promote high standards of behaviour. They involve children in creating rules that help them to stay safe and enjoy their time at the preschool.
- Staff work hard to create a welcoming environment. They pay great attention to ensuring every child receives the care and support they require. Parents acknowledge the high level of care provided to their children.
- Staff make very good use of the outdoor environment to promote children's learning and development. Children have the freedom to decide when to play outdoors and choose from a wide range of stimulating and enjoyable activities.

It is not yet outstanding because:

- Systems to compare the progress made by different groups of children are not yet fully established, in order to confirm that no group is disadvantaged or likely to fall behind.
- Staff have not fully explored ways to effectively share information and work more closely with other settings that children attend.
- Occasionally, staff teaching children who are not in their key group do not target their teaching precisely because they do not know individual children's next steps in learning well enough.

What the setting needs to do to improve further

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

- establish arrangements to compare the progress made by different groups of children, in order to ensure that no group is disadvantaged or likely to fall behind
- share information and work more closely with other settings that children attend
- provide all staff with the information they need to be able to offer consistently high quality teaching to children who are not in their key group.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the preschool manager.
- The inspector held a meeting with the nursery manager, her deputy and the chair of the management committee. She looked at relevant documentation and evidence of the suitability of staff working in the preschool.

Inspector

Jane Millward

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have a good knowledge of recent safeguarding legislation and developments. They are aware of their responsibilities to safeguard children and know how to report any concerns. The management team ensures that staff benefit from consistent support to develop their practice including regular one-to-one meetings and opportunities to attend training courses. Additional funding is very well targeted to support children's individual learning needs. The management team is committed to working closely with parents and the local school to ensure children are supported in their continuing learning. Excellent transition arrangements are in place so that children have a wealth of opportunities to familiarise themselves with school facilities and routines.

Quality of teaching, learning and assessment is good

Staff support children well in their learning and encourage them to be active learners. Regular observations and assessments enable staff to plan the next steps in learning for all children. These are made available to parents online. Staff plan a wide range of enjoyable activities, taking account of children's interests and covering all areas of learning. For example, children develop an understanding of the world as they plant vegetable seeds. They share their knowledge of vegetables and number as they choose and count the seeds. Children consider the conditions that will help their seeds to grow and they take great delight in working together to plant the seeds. Staff skilfully question children to extend their learning as they ask them to make predictions about growth time, size and shape.

Personal development, behaviour and welfare are good

The key-person system is effective in helping children to settle and enjoy their time at the preschool. Children show high levels of curiosity and imagination as they explore their environment. They are captivated by the doctor and dentist surgery activities where staff join their play. They giggle together as they bandage staff and use stethoscopes and other equipment to role play health visits. Staff skilfully question children during their play to develop their understanding of their bodies and how to follow a healthy lifestyle. Children spend much time playing outdoors where they learn to develop their physical skills and cooperate with each other. Staff ensure that they plan activities and provide resources that enable children to gain an awareness of the similarities and differences between themselves and others.

Outcomes for children are good

Children make good progress over time. They are well prepared for their next move within the preschool or on to school. Children are highly motivated about their learning and engage well with staff and each other. They behave well and are kind to each other. They are developing as confident, independent learners who enthusiastically choose their activities. Older children recognise their names and enjoy practising their early literacy and numeracy skills.

Setting details

Unique reference number	EY340388
Local authority	Leicestershire
Inspection number	1064917
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	65
Number of children on roll	170
Name of registered person	Poplars Group Committee
Registered person unique reference number	RP522946
Date of previous inspection	9 July 2013
Telephone number	0116 257 3729

Poplars Preschool was registered in 1974. The preschool employs 18 members of staff. Of these, 10 hold appropriate early years qualifications at level 3 and three at level 4. The preschool opens from Monday to Friday for 38 weeks of the year. Sessions are from 7.30am until 5.30pm. The preschool provides funded early education for two-, three- and four-year-old children.

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