

# Poppins Pre-School

Lampard Centre, Sally Port Gardens, Gillingham, Kent, ME7 5BU



<b>Inspection date</b>	15 June 2017
Previous inspection date	26 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff make the most of opportunities to support and enhance children's independence. For example, children serve their own snacks and pour their own drinks.
- Partnerships with parents are strong. For example, the management team encourages staff to accompany parents to external appointments to help provide a consistent approach to support children's emotional well-being.
- Children behave well. Staff support them to understand the rules and reinforce them in different ways. For example, they use picture cues to explain no dressing up in the construction area.
- Staff provide good support to children who speak English as an additional language. For example, they work with parents from the start, valuing their home language. They learn basic words to support children to communicate their needs.
- Staff know the children well and plan a range of enjoyable activities which motivates children to learn and engages them in play.
- Staff work closely with a range of other professionals to help them meet children's individual needs.

### It is not yet outstanding because:

- On occasions, staff do not offer a broad range of media for children to use to explore their creativity.
- Staff sometimes disrupt children's interest and play during changes to the routine. For example, they tidy away large building blocks that children are engaged with to provide access to the outside area.

## What the setting needs to do to improve further

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

- increase opportunities for children to explore and create using different media
- balance the level of children's interest and any changes to the routine to help all children engage in their learning without interruptions.

### Inspection activities

- The inspector viewed a range of documents, including children's assessments and development records and planning for their learning.
- The inspector spoke to children and gathered staff's views at appropriate times.
- The inspector completed a joint observation with the manager.
- The inspector observed interactions between staff and children in the inside and outside areas.
- The inspector spoke to parents and took account of their views.

### Inspector

Janine Scott

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and staff have attended training in child protection. They know the signs and symptoms that may cause concern for a child's safety. The management team makes regular assessments to check for, remove or minimise potential hazards. They take a range of effective measures, such as parental locks on the setting's computer to support online safety. The management team continually improves staff's practice by providing regular supervision and training. For example, recent training about the characteristics of effective learning has helped staff to identify and plan more effectively, improving outcomes for children. The management team evaluates the provision well, and includes the views of parents to identify areas for development. For example, the team is currently introducing more natural resources outside for children to explore and investigate.

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

Staff work with parents to exchange information about children's learning. They use the information, alongside children's interests, to plan for their next steps in learning. For example, children showed an interest in block play, so staff made the area bigger and planned block play for some children's next steps in mathematics. Staff introduce new words during play to support children's growing language. For example, they introduced the word 'slimy', supporting children to use descriptive words. Staff ask children questions to encourage them to think and respond, such as 'How many scoops do you think it will take to fill the pot?' Children learn about the world around them. They enjoy taking care of plants, such as beans and strawberries.

### Personal development, behaviour and welfare are good

Staff provide a welcoming environment where children are happy and settled. Children have a named key person before they start who supports them to become familiar with the setting. The key person is available at the beginning of the session to meet families. Children run and hug them, showing the close relationships they have developed. Children learn about living a healthy lifestyle. For example, staff provide lots of opportunities for children to run and move in a range of ways. Children learn new skills, such as kicking balls, throwing and climbing. They enjoy eating a range of healthy food.

### Outcomes for children are good

Children are confident learners. They show high levels of well-being, which helps them to engage in learning. Children learn to cooperate. For example, they work together to fill and carry the watering can to water the plants. Children learn new skills to help them towards their next steps in learning. For example, they are learning to recognise and sound out letters in their names. All children, including those who have special educational needs, are making good progress from their starting points.

## Setting details

<b>Unique reference number</b>	103725
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	1088934
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Poppins Nursery Committee
<b>Registered person unique reference number</b>	RP518193
<b>Date of previous inspection</b>	26 March 2015
<b>Telephone number</b>	01634 817852

Poppins Pre-School registered in 1996. It is run by a management committee and occupies its own room in a community centre on a housing estate for army personnel. It is open each weekday from 9am to 4pm during school term time. It receives funding to provide free early education for children aged two, three and four years. A team of 11 staff works with the children. Of these, 10 hold relevant early years qualifications. The manager holds a degree in early years.

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