

# Poppyfields Kindergarten

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



## Inspection date

23 June 2017

Previous inspection date

22 January 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 at the kindergarten provide an interesting and exciting range of activities which captures the children's curiosity and imagination. Teaching is good and children make good progress from their starting points.
- Staff make a home visit to each new child and use this time effectively to establish strong relationships with parents right from the start. This helps staff identify quickly any early intervention and support the child and family will benefit from to promote the child's education, care and welfare.
- Strong partnerships are forged with other professionals working with the children. There are good links with the teaching staff at the on-site school which help support children's learning and promote their welfare.
- Staff place a clear priority on meeting children's individual care needs and fostering children's personal, social and emotional development.

### It is not yet outstanding because:

- Systems to rigorously monitor staff practice and provide sharply focused professional development opportunities are not highly effective in raising the quality of teaching and care to an exceptional level.
- The information gained from children's developmental assessments is not used to meticulously plan for every child to undertake highly challenging activities and make the very best possible progress.

## What the setting needs to do to improve further

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

- enhance further the arrangements in place for monitoring practice and staff development to raise the quality of teaching to an exceptional level
- make the most of what is known about individual children so specific areas of development can be targeted for really rapid progress.

### 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 carried out a joint observation with the owner/manager.
- The inspector held a meeting with the owner/manager and deputy. She looked at relevant documentation and evidence of the suitability of staff working in the kindergarten, breakfast and out-of-school club.
- The inspector spoke with staff and children at the kindergarten and breakfast club during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Parm Sansoyer

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a good knowledge of child protection issues and the procedures to follow if they are concerned. There are effective systems in place to ensure staff are suitably vetted and the areas used by children are safe and clean. Self-evaluation is used well and includes the views of staff, parents and children. The feedback gathered is used well to inform the action plan in place and help maintain the good practice achieved.

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

Staff make getting to know the children a clear priority and use their observations of children's play and interests to plan motivating learning experiences. For example, staff have created a fairy garden as a direct response to the children's interest in their fantasy play. Staff are good play partners and skilfully promote children's literacy skills and mathematical development as they are absorbed in their play. For example, children in the play kitchen use flour and water as they follow pictorial instructions on how to make cakes and consider concepts such as quantity. Staff place a sharp focus on promoting children's communication and quickly identify where children are falling behind in their language skills. These children benefit from targeted activities, in small groups, to promote their listening and speaking skills.

### Personal development, behaviour and welfare are good

Staff take full advantage of the outdoor areas, including the forest school area to provide a challenging range of physical play opportunities. The weekly forest school session is used well to support all aspects of children's learning, including opportunities to take risks in a controlled environment. The staff team are caring and the routine is used well to help children communicate their needs and increase their independence. Children learn about the benefits of fresh produce as they help care for the fruits and vegetables in the garden and are keen to taste them. Staff are deployed effectively to meet the needs of children who have special educational needs and/or disabilities to keep them engaged and safe.

### Outcomes for children are good

All children, including those who speak English as an additional language and those receiving additional funding, make good progress in relation to their starting points. Children enjoy conversation and show an interest in researching their interests further. For example, children learn about space and gravity and enjoy their learning. Children show a very keen interest in the natural environment and living things due to the rich range of resources made available. Children learn to be kind and respect their own and others' cultures. They acquire the key skills required in preparation for school.

## Setting details

<b>Unique reference number</b>	EY332195
<b>Local authority</b>	Dudley
<b>Inspection number</b>	1092681
<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 - 11
<b>Total number of places</b>	48
<b>Number of children on roll</b>	76
<b>Name of registered person</b>	Poppyfields Daycare Partnership
<b>Registered person unique reference number</b>	RP526170
<b>Date of previous inspection</b>	22 January 2015
<b>Telephone number</b>	01384 812526

Poppyfields Kindergarten registered in 2006. It is managed by a private partnership. The kindergarten opens from Monday to Friday during term time only. Sessions are from 8.45am to midday and from 12.30pm to 3.30pm. A lunch club operates from midday to 12.30pm. The breakfast and after-school clubs operate Monday to Thursday from 7.30am to 8.55am and 3.15pm to 6pm and Friday 7.30am to 8.55am and 3.15pm to 5.30pm, 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. The kindergarten employs eight members of childcare staff. Of these, one holds a qualification at level 6 in early years and the others hold a qualification at level 3.

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