

# Little Poppies Pre School

Royal British Legion, Poppyfield Drive, Mickleover, DERBY, DE3 9GQ



<b>Inspection date</b>	6 July 2017
Previous inspection date	13 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

- The manager and staff are enthusiastic and committed. They are forward thinking and place children at the heart of what they do at the pre-school. All staff promote good outcomes for all children in their care.
- Partnerships with parents are strong. Parents speak very positively about the standard of care and learning their children receive. They are very well informed about their child's progress and achievements.
- Staff use their observations of children's play to effectively assess the progress they make in their learning and development. They quickly identify any gaps in children's learning and take swift action and seek early intervention from other professionals to support children to reach their full potential.
- Children are happy, settled and quickly engage in their chosen activities. They make independent choices in their play. Children seek out their friends and staff to join in with their play.
- The very good and secure key-person system helps to ensure all children are emotionally well prepared to learn. In particular, those children who are preparing for their move on to school.

### It is not yet outstanding because:

- On occasions, staff do not give children enough time to share their thoughts and ideas.
- Sometimes, staff miss opportunities to further extend children's understanding and meaning of print in books to further support their literacy development.

## What the setting needs to do to improve further

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

- give children more time to share their thoughts and ideas
- make the most of opportunities to help children to extend their understanding and meaning of print in books to support their literacy development.

### 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 completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the pre-school.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Judith Rayner

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure understanding of child protection. They know what procedures they must follow, should they have a concern about a child in their care. Staff complete robust risk assessments to help to promote children's safety. They deploy themselves effectively to ensure children are safe and their individual needs are met very well. The manager effectively mentors and supports staff in their professional development. Her high expectations have created a strong team. They all work very hard together to create a good service for children and their families. Staff attend training that is carefully targeted to give them ideas on how to support children further. For example, they have acquired a range of skills which enables them to quickly identify children who require extra support to develop their speaking skills. Reflective practice considers all aspects of the pre-school and involves staff, parents and children.

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

The well-qualified staff team knows children they care for very well. They plan exciting activities that challenge and motivate children in their play and learning. Staff interact very well with children and are very enthusiastic in their teaching. They model thinking well to help children to work out problems during a floating and sinking activity. Staff encourage children to think and make comparisons, for instance, as they help children to sort the heavier and lighter objects out when they place them in the water. Staff extend children's mathematical development and help children to count the objects. Children benefit from taking part in group activities each day as well as making their own choices in their play.

### Personal development, behaviour and welfare are good

Children thrive from the individual attention they receive from staff. They show they are happy and feel included in this welcoming pre-school. Staff build very supportive and nurturing relationships with children and their families. The manager and staff team have improved the outdoor play area, which entices children to explore and investigate their surroundings. As a result, children now spend plenty of time outside in the fresh air. They develop their physical skills well but also continue to extend their overall learning very effectively. Children behave well and are familiar with what is expected of them, such as helping to tidy up the toys before they have lunch. Staff are good role models and offer praise and encouragement to raise children's good self-esteem.

### Outcomes for children are good

All children, including those in receipt of funding are making good progress given their starting points. Preparing children for school is given high priority. Children show good concentration and listening skills. They develop their early writing skills well and can count confidently 10 and beyond. Older children are independent and confidently manage their own personal care routines. Younger children make choices in their own play. Children understand the 'golden rules' of the pre-school. They take turns, share toys and are kind to one another. Children develop a wide range of skills that prepares them well for their next stage of learning.

## Setting details

<b>Unique reference number</b>	EY371611
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	1093388
<b>Type of provision</b>	Sessional 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>	35
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Jacqueline Anne Beacon
<b>Registered person unique reference number</b>	RP515123
<b>Date of previous inspection</b>	13 January 2015
<b>Telephone number</b>	07789 393172

Little Poppies Pre-School registered in 1989. The pre-school employs seven members of childcare staff. Of these, one holds an appropriate early years qualifications at level 5, five hold qualifications at level 3 and one is unqualified. The pre-school opens from Monday to Friday, and term time only. Sessions are from 8am until 4.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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