

Poppets Pre-School

Barling Magna Primary School, Little Wakering Road, Barling Magna, SOUTHEND-ON-SEA, SS3 0LN



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|--------------------------|-------------------|
| Inspection date | 20 September 2017 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| 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 provide a welcoming, stimulating and secure learning environment. They know the children and their families well, offer flexible childcare and parents value this highly. Children develop strong bonds and close relationships with their key person.
- Staff are well qualified, know how children learn and their teaching is good. Staff promote children's interests and help them progress well from their unique starting points. Children access a good range of resources, toys and equipment.
- Staff track children's progress and plan for specific needs and gaps in their learning. Close partnership working with parents ensures that children's individual needs are met. Good communication systems help parents feel well informed about children's progress and know how to support learning at home.
- Children behave well and show kindness, concern and respect for others. Staff encourage children to share and take turns and this helps them develop good personal and social skills.

It is not yet outstanding because:

- Continuous professional development opportunities are not yet focused closely enough on raising the quality of teaching to the highest level.
- Self-evaluation is not used as well as possible to assess the impact of changes to practice and outcomes to children.

What the setting needs to do to improve further

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

- seek professional development opportunities for staff that raise the quality of their teaching to an even higher level
- strengthen the self-evaluation process and assess the impact of practice on outcomes for children.

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

Inspector

Tina Mason

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of their role to protect children from harm. They know what to do if they have concerns about a child's welfare or development. Good systems are in place for the safe recruitment, induction and supervision of staff. Staff follow policies and procedures well, assess and minimise risks and help children to keep themselves safe. Staffing ratios are met at all times and ensure children are supervised effectively. The pre-school uses additional funding well to support children's individual needs and interests and extend children's learning further. Good working partnerships with other early years settings help staff to deliver activities that complement children's learning.

Quality of teaching, learning and assessment is good

Children make choices and lead their own learning. Good systems for observations, assessment and planning are in place. Children develop a positive attitude to learning. Staff provide interesting spaces, resources, tools, toys and equipment which appeal to children and help promote investigative, exploratory and imaginative play. Staff pay attention to how younger children engage in activities and talk to them, encouraging them to explore and discover new things. They model words when interacting with toddlers as they play with a good range of sensory resources. Staff provide a wide range of opportunities for children to be creative and play together. For example, children enjoy being imaginative as they play in the role-play areas and with small-world toys. Staff take every opportunity to reinforce basic mathematical skills. For example, resources available to the children are used well to encourage counting, sorting and problem solving, which they do with enjoyment and enthusiasm.

Personal development, behaviour and welfare are good

Children are well supported when they start in the pre-school. Staff promote children's personal, social and emotional skills well. They learn to share and take turns, to be considerate to others and understand and respect similarities and differences. Staff have high but realistic expectations to help children develop their independence. Children learn to wash and dry their hands and help with different tasks. Staff promote healthy eating. Snacks are freshly prepared and nutritious. Children learn about the importance of regular fresh air and exercise. They spend long periods of time outdoors developing good physical skills, practising large movements and gaining greater control of their bodies.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, acquire the key skills and knowledge to ensure they are ready for future learning at school. Children like to look at books, happily exploring them on their own or with others. Children learn to listen well and follow instructions as part of play and group tasks. They develop friendships, good social skills and become confident communicators.

Setting details

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| Unique reference number | EY500685 |
| Local authority | Essex |
| Inspection number | 1113457 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 1 - 4 |
| Total number of places | 28 |
| Number of children on roll | 24 |
| Name of registered person | Poppets Pre-School (Little Wakering) |
| Registered person unique reference number | RP901769 |
| Date of previous inspection | Not applicable |
| Telephone number | 07486964283 |

Poppets Pre-School registered in 2016. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday term time only. Sessions are from 8am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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