

Poppets Pre-school

Upper Wickham Lane, Welling, Kent, DA16 3AP



Inspection date	29 November 2017
Previous inspection date	7 October 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

- Staff build strong partnerships with parents. Regular sharing of information about children's development helps close any gaps in their progress. Parents speak highly of the staff and how their children enjoy coming to pre-school.
- Children learn about culture and diversity through a wide range of activities that supports their knowledge of the different communities that are around them. Parents provide foods that reflect their individual cultures to help the children gain a greater understanding of different ethnicities.
- Older children enjoy using computer games and successfully manoeuvre the mouse to find the letters that form simple words, such as 'jump' and 'cold'.
- The manager supports staff professional development well. Staff regularly attend relevant and suitable training to ensure they are able to extend children's learning and continuously improve their practice.
- Children settle well and are confident. They happily play with their friends as they make up games using their imagination, such as pouring each other a 'cup of tea'.
- Children use tools skilfully when taking part in creative activities. For example, they use rulers and scissors when making a Christmas gift tag.

It is not yet outstanding because:

- Staff do not make the most of opportunities to enable children to fully develop their speaking and thinking skills.

What the setting needs to do to improve further

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

- offer more opportunities for children to develop their speaking and thinking skills further.

Inspection activities

- The inspector observed the quality of teaching indoors and outside.
- The inspector spoke with staff, children and parents during the inspection and took account of their views
- The inspector sampled a range of documentation, including children's records, risk assessments and planning documents.
- The inspector spoke with the manager about safeguarding and staff recruitment procedures.
- The inspector carried out a joint observation with the manager.

Inspector

Kirsty Hillocks

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Recruitment and supervision procedures are robust. All staff are well trained and fully understand their duty to protect children. They are vigilant about children's safety when they are indoors and outside. They deploy themselves well and carry out suitable risk assessments to ensure children remain safe at all times. The manager and her team regularly evaluate the quality of the provision and continually strive to make improvements. For example, they take turns to plan exciting activities which are linked to the children's current interests. Parents who have completed questionnaires are happy with the service and feel reassured because their children, including those requiring additional support, are making good progress. Staff work closely with other professionals to support the needs of individual children.

Quality of teaching, learning and assessment is good

Staff know the children and their families well. They use this knowledge to plan activities they know the children will enjoy. Staff regularly assess children's abilities to ensure they continue to offer activities and experiences that are suitably challenging. Staff build on children's experiences at home to extend their learning. For example, they use children's recent holiday destinations to introduce a 'passport' activity which helps them learn about different countries of the world. Children confidently join in when singing songs and enthusiastically clap along when practising for their forthcoming Nativity show. Children learn mathematical concepts, such as volume and quantity as they pour the sand into containers of various sizes.

Personal development, behaviour and welfare are good

Children form close attachments to the staff. For example, staff instinctively know when to give a younger child a cuddle to help them settle during a large-group activity. Children wait their turn to wash their hands and staff explain that this washes away the germs that 'might make them sick'. Staff use gentle encouragement and praise to help children complete their tasks. For example, when they prepare their own snack by spreading butter onto a slice of bread. Children are independent and are able to carry out tasks without promoting. For instance, they know how to clear away their plate and cup properly after their snack.

Outcomes for children are good

Children have good control and coordination. Older children balance carefully and negotiate the differing heights when walking along a line of milk crates. They then jump off and land securely. Younger children practise their early writing skills. They draw pictures and use printed name cards that guide them to form letters correctly. Children make good progress from their starting points. They quickly gain the skills they need for their eventual move to school.

Setting details

Unique reference number	115362
Local authority	Bexley
Inspection number	1061241
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	35
Number of children on roll	44
Name of registered person	Sandra Neate
Registered person unique reference number	RP511599
Date of previous inspection	7 October 2013
Telephone number	07597 798 588

Poppets Pre-school registered in 1992. It operates term time only, on Monday to Friday from 8.45am to 11.45am, then from 1pm to 3pm on Monday and Friday only. The pre-school receives funding for the provision of early education for children aged two, three and four years. There are a total of seven staff, all of whom hold appropriate early years qualifications between level 2 and 5.

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