

# Little Popples Pre-School

Newton Poppleford Primary School, School Lane, Sidmouth, EX10 0EL



## Inspection date

Previous inspection date

7 February 2018

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

- Staff are warm, welcoming and kind. Their enthusiastic and calm manner helps to motivate children to explore the resources and take part in activities. Children settle quickly and are confident. For example, they spontaneously sing songs and staff eagerly join in, which supports children to feel valued.
- Staff have good links with the schools that children move on to. They work closely with teachers, such as inviting them to spend time with the children and planning activities together. Children make good progress in their learning to prepare them well for school.
- Partnerships with parents are good. Staff routinely inform parents about their children's progress at the setting. They provide suggestions of activities that will build on their child's next steps in learning at home, to enable consistency in children's experiences.
- The management evaluates the setting well overall to support continuous improvements and is committed to providing children with the best possible early years provision.

### It is not yet outstanding because:

- On occasion, staff miss opportunities to engage the youngest and quietest children in discussion, to extend their language and thinking skills further.
- The management does not review the accurate assessments of individual children's development, to identify any patterns in learning between different groups of children, to help evaluate the practice and provision even more rigorously.

## What the setting needs to do to improve further

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

- support the youngest and quietest children more to practise their speaking and thinking skills as they play and learn
- make better use of the information gained from assessments of children's learning, to monitor the progress that different groups of children make, to further evaluate the quality of teaching and learning.

### Inspection activities

- The inspector observed children as they arrived at the start of the session, and their engagement in play and learning throughout the day.
- The inspector carried out a joint observation with a manager to evaluate the quality of teaching and learning during an adult-led activity.
- The inspector took account of the views and children, parents and staff.
- The inspector held meetings with the management at an appropriate time during the inspection.
- The inspector sampled a range of documentation, including self-evaluation, children's learning records, and staff's suitability checks and qualification certificates.

### Inspector

Sarah Madge

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The management and staff fully understand their responsibility to protect children. They are clear about the procedures to follow should they have any concerns about a child's welfare. They provide a secure environment for children to explore. The management implements robust recruitment processes to ensure new staff are suitable to work with children and fully understand their role. The management supports the ongoing professional development of staff well and monitors their performance successfully. For example, they carry out routine observations of staff and provide detailed feedback, to celebrate staff's individual strengths and identify any areas for development. Staff are now more aware of all children's whereabouts in the playroom, to be able to provide better support for their learning.

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

Staff get to know children's interests well and plan activities based on what children enjoy. For example, they use children's current interest in a story to encourage them to recall and think about what happens in the book, and join in with telling the story to each other. Older children enthusiastically share their ideas about the story and use resources to imaginatively act it out, which helps to develop their language and early reading skills effectively. Staff provide good challenge for children's physical and mathematic development. For instance, they encourage toddlers to balance and jump with control as they use stepping stones, and prompt older children to recognise numbers, such as finding the number that represents how many children are present. Staff work well with parents and outside agencies to enable good consistency for children who require additional support, to support their continuous progress.

### Personal development, behaviour and welfare are good

Children thoroughly enjoy their time at the pre-school. Staff are positive role models and help children build friendships and play together. For example, they gently remind the older children to think about how they can take turns to play with the toys, helping them to remember to use the sand-timer. Children are kind and play nicely with others. For instance, they work well together to stack tyres to create a tower and offer to help when they notice others struggling to carry things. Staff enthusiastically praise children's attempts, to help boost their self-esteem. Children confidently take responsibility for their own care needs and eagerly help staff with routine tasks. For example, older children chop fruit for snacks and staff encourage toddlers to wipe their own nose.

### Outcomes for children are good

All children make good progress in their learning and development. They are creative and concentrate well on their chosen activities. For example, children enjoy blowing bubbles for a sustained time, while their friends chase and try to pop the bubbles as they float away. Children curiously investigate the environment, such as looking at the appearance of colours under different lights, and excitedly join in with music and dance activities.

## Setting details

<b>Unique reference number</b>	EY492975
<b>Local authority</b>	Devon
<b>Inspection number</b>	1033349
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Newton Poppleford Primary School
<b>Registered person unique reference number</b>	RP534855
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01395 567131

Little Popples Pre-School registered in 2015 in Newton Poppleford near Sidmouth, in Devon. It is open Monday to Friday from 9am until 3pm, during term time only. There are five members of staff, four of whom hold relevant qualifications. The managers hold a degree and a relevant level 3 qualification respectively. One member of staff has a relevant level 3 and one holds a relevant level 2 qualification. The provider receives funding to provide free early education to children aged two, three and four years.

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