

# Poppies Pre-School

Emmanuel Church, Silverweed Road, Chatham, Kent ME5 0UD



<b>Inspection date</b>	4 July 2019
Previous inspection date	15 September 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- Systems to ensure staff remain suitable lack rigour. Staff lack opportunities to review and reflect on their practice and identify training needs.
- Supervision arrangements are not rigorous enough to address staff training needs.
- Self-evaluation is not yet robust enough to identify areas that need improving.
- Parents' involvement in children's learning requires improvement.
- Teaching is not yet consistently good. Changes in routine are not managed well. Children wait for long periods and this impacts on their behaviour.
- Group times do not meet the needs of all children. The behaviour of some children dominates and overshadows the quieter and younger children.
- Occasionally, activities lack challenge and variation. Children are not encouraged to be fully independent.
- Sometimes, staff do not encourage children to gain the skills needed for school. For example, children are not always encouraged to listen, concentrate and follow instructions.

### It has the following strengths

- Staff work well together as a team and know the children and families well.
- Parents are happy and praise the pre-school staff.
- Good use is made of the outside area to extend children's learning.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	Due date
develop systems to ensure that all staff working with children are continually suitable for their role	02/09/2019
improve arrangements for the monitoring and supervision of staff to address staff development needs and improve the quality of teaching	02/09/2019
improve the quality of teaching to ensure it is consistently good and that all children are continually challenged in their learning	02/09/2019
improve the organisation of the daily routine to ensure group times and change-over times are managed well and meet children's learning needs, ensuring children develop the key skills they need for starting school.	02/09/2019

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

- improve the process of self-evaluation to accurately monitor the quality of provision and address areas for improvement
- work more closely with parents to ensure that all children are fully prepared for starting school, especially around personal care routines
- monitor children's behaviour better to ensure the learning needs of all children are fully supported
- make better use of the daily routine to encourage children to become more independent in preparation for starting school.

### Inspection activities

- The inspector completed a joint observation with the manager.
- The inspector viewed written documentation and held discussions with the manager and staff regarding children's progress.
- The inspector spoke with children and parents to gain their views.
- The inspector sampled the setting's policies and procedures.
- The inspector observed and interacted with children throughout the inspection.

**Inspector**  
Bev Boyd

## Inspection findings

### Effectiveness of leadership and management requires improvement

Leaders have made improvements since the last inspection with an award-winning outdoor area, including the addition of a small pond and a bright and inviting book area that provides a quiet place for children to read. Safeguarding is effective. Although leaders know their staff well and note any changes in their personal circumstances, the formal arrangements to make sure staff remain suitable to work with children lack rigour. For example, disclosure and barring and suitability checks are not regularly updated and changes in staff's circumstances are not explored as thoroughly as they could be. Staff have not been able to benefit from training and development opportunities for some time. This has had an impact on the quality of teaching. Leaders do not observe and support staff in their continuous professional development. This impacts on staff's ability to provide challenge for some children's learning.

### Quality of teaching, learning and assessment requires improvement

The pre-school is well resourced, both inside and outside. Children can access resources easily. Staff plan a range of activities based on children's interests. However, these sometimes lack variation and challenge. For example, children mix paint and experiment with white paint to make colours lighter, but further learning opportunities are limited. Parents share very positive feedback about the pre-school and confirm how happy they are. They particularly like the 'memory photograph books'. However, not all strategies are used to help parents fully support children's learning and development at home, particularly around preparing children well for starting school.

### Personal development, behaviour and welfare require improvement

Children are happy, make friends and form good relationships with staff. Children share resources well. Parents praise the pre-school for its supportive family ethos. Staff encourage good behaviour and celebrate children's achievements. For example, staff support a child to ride a scooter independently. Staff clap and give lots of praise when he achieves this. However, children are not always challenged to be independent or to listen well at routine times of the day, such as at snack time and during whole-group sessions.

### Outcomes for children require improvement

Most children are making steady progress from the time they start at the pre-school. However, the weaknesses in teaching and assessment mean children who need more support with their learning achieve less well and make slower progress. Children begin to develop positive attitudes towards learning. They show interest in new activities and are familiar with certain aspects of the daily routine. Some children arrive in the morning with great enthusiasm and are keen to quickly become engaged in the activities provided. Children who prefer to learn outside are particularly well supported.

## Setting details

<b>Unique reference number</b>	EY292576
<b>Local authority</b>	Medway
<b>Inspection number</b>	10071669
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Cooper, Rita Ann
<b>Registered person unique reference number</b>	RP512077
<b>Date of previous inspection</b>	15 September 2015
<b>Telephone number</b>	07788 555855

Poppies Pre-School registered in 2004 and is located in Chatham, Kent. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications. The setting opens Monday to Friday during school term time, from 9am to midday. The setting receives funding for free nursery education for children aged two, three and four years.

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