

# Inspection of Poppies Preschool

Guide HQ, Hoddinott Road, EASTLEIGH, Hampshire SO50 5SN

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Inspection date: 27 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

The owner, who is also the manager, has a clear vision for the pre-school. She and her committed staff provide a wide programme of challenging activities that encourage children's natural curiosity to learn. Staff set up and pack away each day and go to great lengths to present an interesting and stimulating environment. This encourages children to be highly independent in their play and to take a lead in their own learning. Staff provide many opportunities for children to learn to respect and value each other. For example, as children arrive, they vote for the book they would most like to hear. They place a pebble in the corresponding basket and these are later counted. This helps children to see democracy in action and that everyone's views matter. Staff are wonderful role models to children who behave very well. Children learn effective strategies, such as using a sand timer to help them wait for their turn to use equipment. Children listen to and happily respond to staff when they are asked to do something. For instance, they cooperate and tidy away the toys when it is time for lunch. Staff provide specific praise which helps children to understand what is expected from them.

### What does the early years setting do well and what does it need to do better?

- From the moment they arrive, children are excited and eager to play and learn. Children new to the pre-school settle quickly, develop secure attachments to staff and show that they feel safe. Staff observe children in their settling-in sessions and assess their level of development and interests. This allows children to make progress from the very start.
- Staff respond promptly to any delays in children's learning and development and liaise with other professionals to help them when necessary. Staff provide targeted activities to support children effectively. As a result, children are very confident talkers and any gaps in their development, including their communication and language skills, are narrowing quickly. The manager uses additional funding effectively to help support those who need it most.
- Staff capture children's interests and imaginations as they read books with great enthusiasm. Children enjoy singing songs and rhymes. Staff build on what children know and can do. For instance, they provided a printing activity using three-dimensional shapes to increase children's understanding of shapes. They modelled words to describe the properties of them, including 'cube' and 'corner'. However, during other activities, staff sometimes miss opportunities to fully extend children's knowledge of numbers and mathematical concepts.
- Children benefit from spending lots of time in the garden where they develop good levels of physical skills and learn how to keep safe. For example, children create their own structures to climb and balance on using planks and crates. When it poured with rain, they stacked the crates away as they were slippery and not safe to use.

- The manager carries out regular supervision meetings with staff and targets areas for their professional development. Overall, this helps to increase the quality of teaching well.
- Staff successfully help children develop the skills they need for the next stages in their learning. Children show high levels of independence as they use the toilet and wipe their noses independently. At snack times, children pour their own drinks and spread butter on their crackers.
- Partnerships with parents are very strong. Staff encourage parents to borrow the home-learning bags to help support their child's learning at home. Parents say staff make them feel very welcome and keep them fully informed of their child's progress. They are delighted at the good levels of progress their children make.
- Staff plan many activities to help children learn about the wider world and people's differences. However, they do not always promote the linguistic diversity of the children to help them understand their own uniqueness.

## Safeguarding

The arrangements for safeguarding are effective.

The manager follows stringent recruitment and ongoing supervision procedures to ensure staff are suitable to work with children. All staff attend regular safeguarding training to help them keep up to date with current safeguarding requirements and statutory duties. Staff have a clear understanding of the signs and symptoms that could indicate a child is at risk of harm. They know how and when to report any concerns to relevant agencies. This promotes children's safety and well-being.

## What does the setting need to do to improve?

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

- support staff to recognise all opportunities to challenge and extend children's mathematical skills to the highest level
- explore ways to further promote the linguistic diversity of the children attending the pre-school.

## Setting details

<b>Unique reference number</b>	EY548954
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10108284
<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 to 3
<b>Total number of places</b>	34
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Page, Stacey Jane
<b>Registered person unique reference number</b>	RP548953
<b>Telephone number</b>	07917033548
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Poppies Preschool registered in 2017. The pre-school is privately owned and operates from the Guide Headquarters in Eastleigh, Hampshire. It operates each weekday during term time only, between the times of 9am and 2.30pm. There is a team of seven staff working with the children, including the owner and manager. The manager holds an early years qualification at level 5 and all other staff hold early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jacqueline Munden

## Inspection activities

- The inspector completed a learning walk with the manager to understand how the early years provision and the curriculum are organised.
- The inspector carried out several joint observations of practice with the manager.
- The inspector spoke to staff, parents and children throughout the inspection at appropriate times, to gather their views on the pre-school.
- The inspector observed children and staff taking part in a range of activities.
- The inspector reviewed documents relating to staff suitability, including evidence of suitability checks and evidence of paediatric first-aid qualifications.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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