

Inspection of Poppets PreSchool

The Old Stable Block, Quay Road, Christchurch, Dorset BH23 1BU

Inspection date: 7 December 2022

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

What is it like to attend this early years setting?

The provision is good

Children are greeted warmly at the door by the manager, who is also the owner, each morning. They engage in conversations about what will happen in the day and separate from parents with ease. Children are secure and comfortable in the setting. They confidently and independently choose activities and resources that interest them.

Children follow pre-school routines well. For example, they tidy up when they hear a particular song being played. When the manager does a countdown from five, they know that they must sit down on a rug ready for group time. Children are confident to interact with staff, who support their language and communication. They learn to sign 'good morning' at the start of group times. Older children participate and practise the sign alongside staff. Younger children feel confident to ask for 'bubbles', 'bikes' and 'hula hoops' as their preferred activities outdoors.

The manager recognises the impact of the COVID-19 pandemic and has adjusted their curriculum to reflect this. Attention has been given to supporting children's personal and social skills so that they can grow in confidence as they explore their surroundings and environment.

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

- The dedicated manager and her team have an ambitious design for their curriculum and a desire to improve the outcomes for all children. They have a clear focus for what they want children to know and be able to do. For instance, children learn how washing their hands prevents the spread of germs. They know that germs on their hands can make them ill. Staff talk about the benefits of eating healthy food at mealtimes with children to help them understand the importance of making healthy choices.
- Staff read to children at different times during the day. Books and stories are available for children to use, one to one, with staff or as a group, to develop a love of reading. Younger and non-verbal children look at picture books and repeat familiar words. Older children enjoy stories and listen with concentration.
- Children demonstrate good listening skills and follow instructions well. For example, they successfully find musical instruments for their friends. Children sing familiar Christmas songs and nursery rhymes, which encourages language development.
- The manager works closely with the children daily and role models high-quality practice. She challenges the children during activities to develop their critical-thinking skills. For instance, the manager uses questions frequently that begin with 'I wonder...'. However, some staff have not developed their interactions to the same high quality.

- Staff know children well and respond to children's needs quickly, especially those with special educational needs and/or disabilities. They use their professional knowledge to recognise when children need extra help to develop their social skills. Staff ensure that they provide personalised support to those children who need it the most. For example, they use a sensory room and invite speech and language therapists to help children with speech and language delay.
- Staff always ensure that they engage children in purposeful play, especially during transitions. For example, while children wait for their friends to put on their coats for outdoor playtime, staff involve them in action songs to warm up. Children wriggle their fingers and pat their knees as they sing, which also encourages language development.
- Parents speak highly of the pre-school, referring to it as being 'like family'. They comment that they work in partnership with the staff and feel involved in their children's learning and development. Parents acknowledge that their children have settled well and that there have been noticeable improvements in their children's language skills and social confidence.
- The manager and staff team work well together. They share a positive and reflective approach to their work. Staff consider ways to enhance the quality of the provision and improve their knowledge and practice. They support each other, providing a calm and warm environment for children to play and learn in.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their roles and responsibilities in keeping children safe. Staff are aware of the signs and symptoms that may indicate a child is at risk of harm, including local and wider safeguarding issues. There is a training plan in place to ensure that staff are kept up to date with safeguarding topics and paediatric first-aid training. Staff teach children how to manage their own safety. For example, they support children to understand about road safety while on walks in the local community. As a result of this, children learn to stop, look and listen before crossing roads.

What does the setting need to do to improve?

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

- strengthen conversations and interactions with children to deepen their knowledge and stretch their learning to an even higher level.

Setting details

Unique reference number	2596000
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10251395
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 9
Total number of places	22
Number of children on roll	86
Name of registered person	Poppets Preschool Limited
Registered person unique reference number	RP527662
Telephone number	07761126210
Date of previous inspection	Not applicable

Information about this early years setting

Poppets PreSchool registered in 2020 and operates in Christchurch, Dorset. It is open Monday to Friday, during term time only. The pre-school operates a breakfast club from 7.45am to 8.45am, and pre-school sessions from 8.50 to 11.50am and from 11:50 to 2.50pm. An after-school club runs from 3.15pm to 5.30pm. There are eight members of childcare staff. Of these, two hold qualified teacher status and four hold appropriate childcare qualifications at level 3. The pre-school offers funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Rachel Cornish

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk and joint observation together and discussed the early years curriculum.
- The inspector observed children, indoors and outdoors, and assessed the quality of teaching.
- Parents and staff spoke to the inspector at convenient times during the inspection, and their views were taken into account.
- A meeting was held with the manager. This included a review of relevant documentation, including evidence of staff's suitability and training.

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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