

Inspection of Poplars Preschool

Water Leys Primary School, Guilford Drive, Wigston, Leicestershire LE18 1HG

Inspection date: 14 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children have close bonds with the caring staff and they settle quickly. Children are happy and focused on the activities offered. They laugh together as they feel ice, and learn about what happens if they put water on it. They use words they have learned, such as 'penguins', 'Iceland', 'earmuffs', and 'melt'.

Children progress well. For example, they show how to spell their name in the air with their fingers, and name the letters as they do this. Children enjoy familiar stories, such as 'Stick Man'. They list books they have read by the book's author. Children learn mathematical language. They count and say, 'one more', as they put coloured pegs into holes to make a pattern.

Children know the expectations for before they eat. They roll up their own sleeves before washing their hands, as staff say, 'let's wash the germs away'. Children take their plates to the dishwasher when they have finished. This teaches children to become self-sufficient. Children enjoy physical play outside, such as kicking a ball. They join in drawing a Christmas tree with chalks on the ground. They watch and wave through the fence to the school children in the playground next door.

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

- Children delight in listening to stories. For example, younger children listen to the tale of the three little pigs. Staff use words such as 'huff', 'puff', and 'blow the house down', as children join in with actions. Older children listen to the story 'Sam's Snowflake'. The children engage in back-and-forth interactions with the enthusiastic staff. This helps to encourage a love of reading and sharing books.
- Staff provide children with lots of opportunities to take appropriate risks and tackle challenges. For example, the enthusiastic staff encourage children to balance on the beams. Children proudly say, 'I can do it'. Staff encourage less confident children to have a go. This helps to promote children's confidence and physical health.
- Children have healthy snacks, such as apple, orange and carrots. They sit at the table in small groups to eat together. Leaders encourage parents to provide healthy lunch box contents.
- Staff do not have efficient routines for serving food and drink to the younger children at snack time. Younger children sit and wait at tables for too long for staff to pour their drinks and serve the fruit on to their plate. Some children become restless and disinterested, and want to leave the table before they get their snack.
- Staff work closely with parents to support and extend learning at home. For example, staff send home key words from the book 'Brown Bear'. Staff provide

children in receipt of extra funding with books to take home. Staff have frequent meetings with parents and offer online information to them. This means that children's learning at nursery may be complemented at home.

- Leaders focus on improving staff's knowledge of managing children's behaviour. Children, overall, know staff's expectations for their behaviour. For example, staff encourage younger children to use 'good looking' at story time. Pre-school children know to hang their coats up when coming from outside. However, towards the end of sessions, the activities offered to children in the toddler room are sometimes not engaging for them. The children wander and run around the room. Staff do not consistently support children's curiosity, so at times they become disinterested.
- Following the COVID-19 pandemic, leaders are focusing on children's speech and language as a priority. This is a strength of the setting. For example, children spend time one-to-one with an adult. They play 'What's in the pot?' and learn to say words, such as mouse, rat and rainbow. Staff encourage children to use sign language for words, such as milk and water. Staff speak clearly and provide lots of communication and language. This means that children make good progress and enjoy meaningful learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a sound knowledge of safeguarding. They know the signs of abuse to look out for and their responsibilities in keeping children safe. They attend regular training to keep their safeguarding knowledge up to date. Staff demonstrate a good understanding of the signs and symptoms that indicate a child may be at risk of harm. They are confident in recording and reporting any concerns to the relevant professionals. Staff have a sound knowledge of the 'Prevent' duty and county lines. The site is secure, and there are clear visitor procedures. Staff check the environment regularly to ensure it is a safe place for children to play. Children are always supervised.

What does the setting need to do to improve?

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

- review and improve the snack time routines for younger children, so that they do not be distracted and restless while they wait for their food and drink
- plan and differentiate the curriculum more sharply so that the environment and activities take greater account of, and provide support for the individual learning needs and interests of the younger children.

Setting details

Unique reference number	EY340388
Local authority	Leicestershire
Inspection number	10233701
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 11
Total number of places	75
Number of children on roll	127
Name of registered person	Poplars Group Committee
Registered person unique reference number	RP522946
Telephone number	0116 257 3729
Date of previous inspection	9 March 2017

Information about this early years setting

Poplars Preschool registered in 1974. The pre-school employs 17 members of staff. Of these, 11 hold appropriate early years qualifications at level 3, and three at level 4. The pre-school opens from Monday to Friday, for 52 weeks of the year. Sessions are from 7.30am until 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Winterton

Inspection activities

- This was the first routine inspection the pre-school 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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the managers about the leadership and management of the setting.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022