

Inspection of Little Poppies Pre School

Community Wing RBL, Poppyfield Drive, Mickleover, Derby DE3 9GB

Inspection date: 24 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and arrive full of excitement. Staff greet the children with enthusiasm and encourage them to take off their coats and wellington boots and put on their pumps. Children eagerly choose what they want to play with from a wide selection of activities. They sit comfortably in a cosy book area, looking at their favourite stories. Staff read a story about animals. They change the tone of their voice to create animal noises which help children to listen and concentrate.

Children have a positive attitude to their learning and stay for long periods of time at activities they enjoy. They use their small-muscle skills as they paint boxes using the paintbrushes with control. Staff extend children's learning as they encourage the children to learn how to use scissors. They demonstrate how to hold the scissors and cut along straight lines. The children enjoy this opportunity and say 'snip snip' as they cut. Children develop their physical skills. They safely climb up large steps and confidently jump off. They know to bend their knees as they jump and shout with delight, 'I've done it,' as they land on the ground.

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

- The manager and staff implement a curriculum that helps prepare children for their future learning. For example, they support children's language skills well. Younger children sing familiar songs to help them remember words and understand. Staff encourage older children to recall their experiences from home. For example, they talk about the plants they are growing with their parents. These opportunities help to strengthen children's communication skills. However, during some group activities, younger children become restless and disinterested. This means they are not fully concentrating or expanding their speaking and listening skills.
- Staff promote children's mathematical skills well. They encourage children to count as they play and to recognise shapes. Staff encourage children to learn about capacity and measurement as they play in the sand. However, occasionally, staff do not give children time to find their own way of doing things for themselves. For example, children are not encouraged to decide how many scoops of sand it will take to fill different containers.
- Parents comment positively about the pre-school and what their children are learning. Staff communicate with parents in a variety of ways. For example, they hold parent meetings and have daily discussions. This helps parents to know what their children are learning, and they can help them at home if they wish.
- Staff are good role models and support children's behaviour. They teach children to take turns and to share toys as they play. They encourage children to use good manners and to say 'please' and 'thank you' at lunchtime.
- Staff help children to learn about people and communities. For example, they

provide books and activities to reflect various religious and cultural events. For example, children learn about the festival of Diwali and make diva lamps.

- Staff promote children's self-care skills well and encourage them to follow good hygiene procedures. Children know to wash their hands as they arrive at the pre-school, after playing outside and before eating. Staff encourage children to open their own lunch boxes and yogurt pots. This promotes children's independence.
- Staff promote children's love of being active, both indoors and outdoors. They encourage children to challenge themselves by considering how they set up the climbing equipment. This promotes children's strength and coordination and encourages them to take risks.
- The manager supports staff effectively with regular well-being and supervision meetings. She observes staff practice to help improve their performance. The manager also identifies training needs for individual members of staff through discussion. Staff attend courses to keep children safe.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe from harm. They undertake regular safeguarding training to update their knowledge. They have a good understanding of the signs and symptoms of abuse and other safeguarding issues, such as the 'Prevent' duty and female genital mutilation. The manager follows effective procedures to ensure that staff are suitable to work with children, including monitoring their ongoing suitability. Staff work together with managers to carry out regular risk assessments that ensure the indoor and outdoor areas are safe and secure for all children.

What does the setting need to do to improve?

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

- review group activities to maximise the learning for all children
- give children more time to work out how to solve problems for themselves.

Setting details

Unique reference number	EY371611
Local authority	Derby
Inspection number	10276234
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 4
Total number of places	35
Number of children on roll	41
Name of registered person	Beacon, Jacqueline Anne
Registered person unique reference number	RP515123
Telephone number	07789 393172
Date of previous inspection	6 July 2017

Information about this early years setting

Little Poppies Pre School registered in 2008 and is located in Mickleover, Derbyshire. The pre-school employs nine members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, six hold qualifications at level 3 and 4 and two staff are unqualified. The pre-school opens from Monday to Friday term time only. Sessions are from 8am to 4.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Hughes

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 pre-school.
- The inspector completed a learning walk with the manager of the provision and discussed how they organise and implement their curriculum.
- The manager took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this has on children's learning.
- The children spoke with the inspector and invited her into their play at appropriate times throughout the inspection. The inspector spoke to the staff and observed interactions and the conversations between the staff and the children and considered the impact these have on children's learning.
- The parents spoke to the inspector so she could take into account their views.
- The inspector had a discussion with the manager about the training and supervisions of the staff and how they evaluate their practice.
- The manager showed the inspector relevant documentation and evidence of their suitability and that of the staff.

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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