



## Poppy Pre-School Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	127464
<b>Inspection date</b>	12 October 2006
<b>Inspector</b>	Stephanie Graves
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<b>Registered person</b>	Poppy Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Poppy Pre-School opened at the current premises in 1991. It operates from a mobile building within the grounds of Aylesford County Primary School. A maximum of 30 children may attend the pre-school and out of school provision at any one time. The setting is open each weekday from 09.00 to 11.30 Monday to Friday and afternoon sessions are from 12.30 to 15.00 Monday to Thursday, during term time only. The group also open for out of school care for children aged 5 years to 11 years. A breakfast club operates from 07.45 to 08.50 and an after school club from 15.15 to 18.00 during term time only. A play scheme operates during school holidays. Children share access to a secure enclosed outdoor play area.

There are currently 38 children aged from two to under eight years on roll. Of these, 30 children receive funding for early education. Children mainly attend from the local area. The setting supports a number of children who speak English as an additional language.

The pre-school employs six members of staff. Of these, five hold appropriate early years qualifications. One member of staff is working towards a qualification and another is working to update a qualification to current requirements.

The setting receives support from the teachers at Aylesford County Primary School and local authority advisors.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn about health and hygiene issues through experiences, which help to promote their knowledge and independence. For example, many are self-sufficient with routine self help skills, including toilet visits and hand washing. Effective procedures help to prevent cross infection. This includes the use of antibacterial spray to wipe tables before and after meals and snacks. Children are taken care of through procedures which are followed if they have an accident or become ill. For instance, accidents are well recorded and parents are contacted to collect children who have become unwell. Written consent to seek medical advice or treatment is also in place.

Children are learning about the benefits of a healthy diet. Drinks are readily available and children at the after school club competently pour their own. The food provided contains healthy and nutritious options. For example, children attending the breakfast club can choose cereal, toast and fresh fruit juice, milk or water. They are encouraged to eat healthy snacks, usually toast and toppings or a selection of fruit, such as melon, apples and raisins. Children do not currently have lunch at the pre-school, although there are plenty of opportunities for them to discuss their favourite foods. For instance, they talk about eating egg with the bread cut into pieces to make 'soldiers'. Appetising meals, such as chicken, potatoes and fresh vegetables are provided for tea at the after school club. Menus are planned in advance and staff work closely with parents to ensure children's individual dietary needs are met.

Children are learning the importance of physical exercise through the nursery education curriculum. They have frequent opportunities to experience fine manipulative experiences as well as energetic outdoor play. They are beginning to learn about the effect physical exercise has on their bodies and they know when they need to rest.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children play and learn in a safe, secure environment. They are well supervised and there is plenty of space for them to move around and play within safe boundaries. Toys and equipment are checked regularly for safety and the necessary procedures are in place to promote the safe enjoyment of the experiences provided. Daily premises checks help to ensure potential hazards are identified and reduced. Children learn how to help keep themselves safe through good staff input. For example, they learn to sit properly on chairs to avoid falling off and hurting themselves and children using the out of school club know that they must wait for adult supervision before

they can go to play on the school field. Staff promote children's understanding and ask questions, such as 'what don't we do in pre-school?' to encourage children who are running inside to think about the dangers.

Children are well cared for and procedures help to promote their welfare and safety at all times. For example, an emergency evacuation procedure is displayed, practised with the children and recorded. Staff have a satisfactory understanding of child protection requirements and training updates are planned. There is a procedure to be followed in the event of allegations of abuse against staff.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are comfortable and settled within the pre-school. They demonstrate a sense of confidence as they move between activities and choose from a range of stimulating toys, resources and free play experiences. They enjoy and achieve during their time at the setting because the necessary range of experiences are available to promote all areas of learning. These include construction, games, group discussions, role play, art and craft, mark making activities, songs and stories. Children attending the pre-school enjoy outdoor play where they confidently access resources including large climbing apparatus, balancing equipment, walkers, bean bags and hoops. Children attending the after school club look forward to activities, including playing on the field, completing home work or playing on the computer after their school day. Staff have a sound understanding of the experiences required to promote the development of all children. The 'Birth to three matters' framework training has been attended and although this has not yet been formally introduced, all activities and experiences are adapted to suit the needs of the younger children attending. Contact notes are kept for all children and shared with parents.

Nursery education.

The quality of teaching and learning is satisfactory. Children are progressing through the stepping stones towards the early learning goals, although progress is not charted consistently. Their starting points are recorded when they start at the pre-school and progress observation sheets are used until a transfer document is completed when a child leaves the setting. However, the next steps in children's learning are not currently recorded in-between times to inform the future planning of activities and experiences. Also, a system for planning the curriculum has not yet been devised, although this is being rectified with support from other early years professionals. The staff working with the children have a sound knowledge of the Foundation Stage and use curriculum guidance to ensure a varied range of experiences are provided. Activities are currently evaluated informally and staff gauge children's interest and involvement before deciding whether to repeat or modify activities to make them more appealing. Observations are made on the children and contact notes are shared with parents.

Children are confident, friendly and well behaved as they play and learn together. They are becoming independent learners as they seek out their chosen activities and help to tidy away. They use a variety of tools to make marks and are learning to write their names using correctly formed letters. They are beginning to learn about initial sounds and letters and pre-reading

skills are promoted through effective environmental print, including posters and displays. Children enjoy group activities, such as singing sessions and stories. They concentrate and listen with interest and offer their own thoughts and ideas. Staff ask questions, to promote children's ability to think and respond. For example, they are heard to ask 'what was the weather like this morning?' and children recall that it was foggy. This leads to further discussions about different types of weather. Children enjoy counting and are gaining confidence with mathematical concepts. Numbers are displayed throughout the setting, which helps to reinforce children's number recognition skills.

Children learn about themselves and the wider world through small group discussions and visits to the school where they take part in activities. They learn about different cultures and are able to dress up in a range of freely accessible multicultural costumes. Children are developing good co-ordination, for instance, as they play on walkers or climbing and balancing equipment. Regular use of malleable materials, such as play dough, promotes their fine manipulative development. Children are creative and use their imaginations as they play. For example, during role play they recreate real life scenarios, such as going on a picnic. They hold discussions and some are heard to make comments, such as 'come on, we are late for our picnic' while others ask questions including 'okay, have you got your keys?'

Overall the provision plans and provides activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are warmly welcomed into the setting and they are involved and included in all activities and experiences. Staff are attentive and ensure children's individual needs are promoted. They are heard to ask questions, such as 'have you had your turn in the sand yet?' as children wait patiently. Training updates have been planned for staff to increase their knowledge and understanding of equal opportunities.

The younger children are settled and comfortable and this is demonstrated by their ability to seek support if necessary and to play and learn alongside the older children. The toys, resources and posters promote positive images of diversity. Students from other schools visit the setting and children preparing to go to school enjoy opportunities to visit the primary school. This also helps them to learn about themselves and others as they integrate with older children. Individual achievements and good behaviour are praised frequently, which helps to raise children's confidence and self-esteem. Staff strive to provide consistency of care for all children because they work with parents to meet their needs. They take part in ventures to help raise funds for the pre-school and to strive to ensure a variety of different toys and resources are in place. The provider takes positive steps to ensure that parents are kept well informed about all relevant policies and procedures, which are currently being updated by the pre-school committee.

The partnership with parents is satisfactory. Parents of children receiving funding for nursery education receive basic information about the Foundation Stage. They have opportunities to discuss and contribute towards children's individual progress records and contact books. This

two-way flow of information helps to contribute towards the continuity of care provided. Children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is satisfactory.

Children are settled and play purposefully in a warm, welcoming and caring environment. They feel secure and at ease with staff and their surroundings and can freely access a range of free play opportunities. Staff training needs are identified and planned to keep them up-to-date with current practice requirements. The registration certificate is displayed and the necessary records are in place and shared with parents. Daily attendance records are in place and have been updated to include children's arrival and departure times. The registered person is in breach of a regulation by not informing Ofsted about some changes to the committee and persons in charge of the day-to-day running of the provision. However, the group have notified Ofsted of changes in the past and systems are in place which help to ensure any adults working with children are suitable to do so. The recruitment policy is currently being updated to ensure this reflects current requirements. Therefore, children's safety and well-being is considered well. Children's welfare, care and learning are promoted, due to the policies and procedures, which are being developed to underpin the group's practice.

The leadership and management is satisfactory. Staff knowledge of the Foundation Stage is developing and clear aims are being devised to promote the development and achievements of all the children and to make information available to parents. Staff have good relationships with teachers at the school and promote successful outcomes in all areas of child development. This helps to combine the care and education effectively. The monitoring of teaching and learning and recording the next steps required in learning for children is being addressed, along with a system for recording the curriculum planning. The overall effectiveness of the curriculum has not yet been evaluated formally. The provider is working towards the continuing improvement of the provision and supporting the new supervisor who is currently receiving advice from outside agencies.

The pre-school provides a professional service. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last care inspection the provider was left with three recommendations. These included updating the child protection and behaviour management policies to current requirements and ensuring a certificate in basic food hygiene was obtained for staff preparing food.

The recommendations have all been addressed. The policy documents were updated and the member of staff preparing food for children has attended basic food hygiene training.

At the last inspection for nursery education, three key issues were raised. These included ensuring

daily routines and activities provided a challenging environment for all children, introducing children to sounds and link these to letters and words and developing a process to fully evaluate teaching methods.

The previous key issues have been addressed. A range of activities have been implemented which help to stimulate and maintain the interest of all children. Children are beginning to explore initial sounds and although there is currently no formal system in place to monitor and evaluate teaching methods, this is being addressed. A further recommendation has been left in this respect.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure Ofsted are notified of all relevant matters, including changes to staff or the committee and continue to support and monitor any gaps in the management ability of the supervisor
- devise formal systems to monitor and evaluate the overall strengths and weaknesses of the provision (also applies to nursery education).

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop and implement an effective planning system
- promote children's development by recording the next steps needed to help them progress and use this to inform the future planning of activities.

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