

Poppy Pre-School Playgroup

Inspection report for early years provision

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| Unique reference number | 127464 |
| Inspection date | 08/10/2009 |
| Inspector | Gillian Walley |
| Setting address | Teapot Lane, Aylesford, Kent, ME20 7JU |
| Telephone number | 01622 719322 |
| Email | |
| Type of setting | Childcare on non-domestic premises |

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Poppy Pre-School opened at the current premises in 1991. It operates from a mobile building within the grounds of Aylesford County Primary School. It is registered on the Early Years register and both the voluntary and compulsory parts of the Childcare Register. 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 five 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 44 children aged from two to under five years on roll. Of these, 24 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 and children who have special educational needs. There is disabled access for adults and children.

The pre-school employs seven members of staff. Of these, six hold appropriate early years qualifications and one member of staff holds a play worker qualification. Several members of staff are also employed to run the out of school club in the same premises outside the pre-school hours.

The setting receives support from the teachers at Aylesford County Primary School and local authority advisors. It is a member of the Pre School Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Poppy Pre-school is a good setting where all children make good progress because it is inclusive and staff plan activities which meet the children's needs well. It works well with other agencies to support children who find learning difficult and supports children well as they move on to primary school. The setting has a good capacity to improve because the manager and her staff evaluate the provision and identify further improvements which can be made and because there has been significant improvement in recent years.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- provide opportunities for children to become more independent, for example, by passing drinks to one another
- develop planning to state the specific learning which will take place through

- the activities provided for the children
- provide further opportunities for children to consolidate their independent learning through the display of print and numbers in the outdoor learning area

The effectiveness of leadership and management of the early years provision

Poppy Pre-school has good leadership and runs smoothly on a day to day basis. The Manager meets daily with her team of experienced staff to assess the children's progress and plan the next steps for the children. The staff update their training frequently and constantly evaluate their practice. This leads to further improvements, for example in assessment and planning more closely for individual children. They have identified the need to show the key questions and words staff will ask the children so that they are challenged and encouraged to solve problems. There are good procedures in place to ensure that the children are safe and secure at all times, and the outdoor area is checked before every session. Children know how to evacuate the building in an emergency and risks are assessed to avoid accidents. The staff are very vigilant about keeping external doors locked. If a child is hurt or needs to take some medication, records are kept and shared with parents. The pre-school has a good partnership with parents, who can talk to staff informally at collection times or can arrange to talk to them on a more formal basis. They can look at their children's folders to see what they are learning and can tell the staff what the children enjoy doing at home. Parents are surveyed regularly and asked for their views, and there are open meetings. The Manager responds to these, for example she has introduced a lunchtime session for children whose parents wanted this. There is also a parent comment book available, and each child has a contact book which parents find particularly helpful for exchanging useful information, for example if children have had a special outing at the weekend. Parents are very happy, they feel the setting is well led and that their children are completely safe. They are kept well informed and are welcome to help or come in to talk to the children if they wish to. They say their children make good progress, especially in their confidence and social skills. There are good links with the primary school, and the Reception teacher makes regular visits to get to know the children. This helps children to settle easily when they move on. The Manager and her staff evaluate how the pre-school is running and produce an action plan for further changes they plan to make, so that it will continue to improve.

The quality and standards of the early years provision and outcomes for children

The manager makes good use of the space available to create a stimulating space for learning with separate areas, for example, for enjoying books and for role play. The children are involved in planning how some areas are laid out because the staff take account of children's views. Resources are well labelled and easily accessible for the children, and they take responsibility for tidying them away when they have finished with them. There is a good range of puzzles and

construction sets and the children concentrate on them for a considerable time. The children's welfare is of utmost importance to the adults, and they talk positively to them, with high expectations. They remind them to avoid accidents. As a result children feel safe and secure and they behave very well. They are confident and keen to try new activities, and they like to talk about their activities to visitors. The children play well together, can take turns and they persevere with tasks – this all helps to prepare them for the future. They understand what to do if they hear the fire bell and learn about road safety. They understand the importance of healthy eating and how to avoid infection, for example by washing their hands before they eat. Posters are displayed to remind them of these routines. The children develop high self-esteem because adults praise and encourage them, and give them clear boundaries. Their achievements are celebrated for example by displaying their art work on the walls of the classroom. Water is always available and at snack time the children sit patiently and show good table manners however opportunities to take responsibility are limited. For example they are not encouraged to pass food and drinks to one another. The children's awareness of other parts of the world and different customs is developed through talking about special festivals such as Diwali and Chinese New Year, through creative tasks and by playing with a range of dolls and books. The activities are a good balance of ones led by adults and ones the children choose, and they are able to do what interests them. The adults support them well, encouraging them to think and solve problems. They ask the children questions which challenge them. Outdoors there is a very stimulating learning area with a very good range of equipment for developing children's skills. There are bikes and climbing opportunities and the adults encourage them to be ambitious in what they can achieve. Role play areas with dressing up clothes encourage creativity. The children learn about the world around them through sowing seeds and watching them grow. However, there are no printed letters and numbers displayed in the outdoor area and this limits the opportunities for children to re-enforce their learning. Children learn to recognise their names, for example on their cloakroom pegs.

Planning is now more detailed and is based on assessments and observations in each area of learning, although it does not state the specific learning intentions of each activity or the range of experiences provided to meet the needs of different groups of children. The progress of different children can now be monitored more closely and targets can be set for each child. Children who find learning more difficult, for example because their speech is delayed, are well supported through close partnership with parents and specialist advisers so that these children make good progress. The families of children who are learning English as an additional language are supported well through regular informal meetings. When children start coming to the pre-school parents are asked for detailed information about their children's interests, and the staff use this to plan the experiences children need next. All staff observe and assess the children and they relate well to all adults, although each child has a key worker. Many activities are planned around themes such as "About us", and the children have a good balance of tasks led by adults and ones they can choose themselves.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met