



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 127464

DfES Number: 517628

### INSPECTION DETAILS

Inspection Date 04/11/2004  
Inspector Name Vanessa Wood

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Poppy Pre-School Playgroup  
Setting Address Teapot Lane  
Aylesford  
Kent  
ME20 7JU

### REGISTERED PROVIDER DETAILS

Name The Committee of Poppy Pre-School

### ORGANISATION DETAILS

Name Poppy Pre-School  
Address Teapot Lane  
Aylesford  
Kent  
ME20 7JU

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Poppy Pre School opened at the current building in 1991. It operates from a mobile in the grounds of Aylesford County Primary School. The pre school serves the local area. A maximum of 30 children may attend the pre school and out of school club.

There are currently 42 children on roll at the pre school aged from two years to five years. Of these 36 receive funding. Children attend for a variety of sessions. The pre school supports a number of children with special needs.

The group opens five days a week school term time only for sessional care. Sessions are from 09:00 until 11:30 Monday to Friday and afternoon sessions are from 12:30 until 15:00 Monday to Thursday. The group also open for out of school care for children aged 5 years to 11 years.

The pre school employs five staff. Four members of staff, including the supervisor, hold appropriate early years qualifications. One member of staff is currently on a training programme. The setting receives support from the teachers at Aylesford County Primary School.

### How good is the Day Care?

Poppy Pre School provides good quality care for children.

The group is well managed and has a clear staffing structure. Staff are deployed effectively and are aware of their individual roles and responsibilities. The supervisor is well supported by the management committee.

Staff are aware of safety issues and ensure children are supervised at all times during both inside and outside play. Security and access to the premises is well managed.

Children are provided with a wide range of activities including both structured and free play, that create a stimulating learning environment. Children's care learning and play are well supported by staff and praise and encouragement is given. Staff

develop good relationships with children. Children are settled, well behaved and approach staff with confidence. The key workers have a good understanding and knowledge of children's individual needs.

Children are provided with an imaginative, healthy snack every morning. This is cooked by a member of staff who is in the process of attending a food hygiene course.

Staff work in partnership with parents well and strong links have been established. Parents receive information about the setting on a regular basis. All documents and policies are in place although some lack detail.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- A clear staffing structure is in place and staff work well as a team.
- The pre school has a comprehensive policy for safety issues. Staff actively promote good hygiene practice.
- Security is well managed and access to the premises is well monitored.
- Children's good behaviour is rewarded and children are encouraged to have consideration for others.
- There is an effective partnership with parents in place.

#### **What needs to be improved?**

- the attendance at a food hygiene course for the member of staff cooking regularly for the children
- the policy statements for behaviour management and child protection.

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

Since 1 April 2004 Ofsted have not received any complaints about this provider.

#### **Outcome of the inspection**

Good

## CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

## WHAT NEEDS TO BE DONE NEXT?

### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
8	Ensure the member of staff who prepares the morning snack has a Food Hygiene Certificate.
11	Update the Behaviour Management policy in line with current legislation.
13	Update Child Protection statement in line with current legislation.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision for nursery education at Poppy Pre School is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. There are good relationships between the staff and children. Children are motivated to learn and staff give praise and encouragement to help children's confidence and foster their self esteem. Staff are aware of the early learning goals and these are linked well to the planning. However, staff are occasionally too focused on the younger children and do not extend learning for more able children. Staff have a love of books and they promote this area of learning well. Staff are deployed well and use their time effectively to support children in their learning. They manage children's behaviour well and children respond to praise and encouragement.

The leadership and management is generally good. This is a committee run pre school and they are very supportive of the group. Staff understand their roles and responsibilities and work well as a team. They are aware of their strengths and weaknesses and review practice regularly.

The partnership with parents is very good. Parents receive good information about the setting and its provision. Newsletter are sent out regularly outlining current events in the pre school and advising parents of future activities. Parents are kept well informed about their child's progress through private consultations and written assessments. Their contribution to the assessment process is valued.

### What is being done well?

- Staff provide an attractive, stimulating environment in which children are interested and eager to learn.
- Staff use good strategies to promote good behaviour and consideration for others. They give children clear and consistent boundaries and help them understand the impact of unacceptable behaviour on others.
- Staff are good role models and set a good example by their kindness, patience and good humour.
- Staff promote the outside play area well and this is used effectively on most days.
- Partnership with parents is effective and parents are encouraged to join the management committee.

### What needs to be improved?

- the children's awareness of the links between sound and letters
- the need to extend activities and daily routines for more able children
- the evaluation of teaching methods.

#### **What has improved since the last inspection?**

The pre school has made very good progress since the last inspection when one key issue was identified.

The group were asked to make themselves familiar with the new foundation stage curriculum. This they have done through training and ensuring that educational plans and assessments follow the six areas of learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are settled and confident in their surroundings. They relate well to adults and their peers and are developing self confidence and independence in most activities. They are encouraged to talk about themselves and have consideration for others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children confidently interact with their peers in role play and their communication skills are progressing well. They take an interest in books and enjoy predicting what will come next. Children are encouraged to use the book corner. There are less opportunities for children to learn the sounds of letters and link these to words.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Most children can confidently count to ten and use this in their everyday language. Children are taught shape, size and height through directed activities. Children are learning the simple concept of adding and taking away and comparing groups of objects.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are beginning to understand past and present. They discuss people, places and events in their lives. Children are confident in using information and communication technology and demonstrate good mouse control. They explore science through adult led activities and take an interest in the natural world through outdoor activities in the school grounds.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently with increasing control and coordination. They show good coordination when jumping and doing exercises. They enjoy using the outside play space to ride their bikes and cars. Children's fine motor skills are developing well and they are competent when selecting and using small equipment such as scissors and glue.

### CREATIVE DEVELOPMENT

Judgement: Generally Good

Children have access to a range of mediums to draw, paint and make collages. Children confidently use their imagination in the home corner to recreate a scene from home. Children enjoy music and respond enthusiastically during music sessions which are well planned.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- ensure daily routines and activities are planned to provide an environment where all children are fully challenged
- introduce children to sounds and link these to letters and words in planned and everyday activities
- develop a process to fully evaluate teaching methods.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*