

# Poppetts Ltd

Inspection report for early years provision

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**Unique reference number**

EY275826

**Inspection date**

23/06/2011

**Inspector**

Geof Timms

**Setting address**

Long Ridings Avenue, Hutton, Essex, CM13 1DU

**Telephone number**

01277 264644

**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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Poppetts Limited is a privately owned setting which reregistered in 2004. It offers full day care and before and after school care. The setting operates from a purpose built and recently refurbished demountable pavilion in the grounds of Long Ridings Primary School in Brentwood. All children share access to a secure, enclosed, outdoor play area and children using the out of school facility have the use of the entire school grounds. Children mostly come from the local community.

A maximum of 44 children may attend the nursery at any one time, and a maximum of 16 children under eight years may attend the out of school group at any one time. The centre is open each weekday from 7.45am to 6pm for 51 weeks of the year. There are currently 79 children aged under 5 years on roll. Of these, 26 children receive funding for nursery education.

The centre employs 24 staff. Of these, 17, including the manager, hold appropriate early years qualifications. Of these, one holds a qualification at level 5, three hold qualifications at level 4, 11 hold qualifications at level 3 and two hold qualifications at level 2. Two members of staff are working towards a qualification at level 2 while a number of the other staff are working towards attaining higher level qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This nursery provides an outstanding level of care and education for the children. It meets the needs of the children in the Early Years Foundation Stage exceptionally well and because of this they make excellent progress towards the early learning goals. The setting demonstrates an outstanding capacity for continuous improvement and this has been maintained since its last inspection. It is fully inclusive and promotes children's understanding and respect for others exceptionally well.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- management are in the process of developing assessment systems further to track groups of children's progress fully so any differences can be easily identified.

## **The effectiveness of leadership and management of the early years provision**

Safeguarding arrangements are exemplary. Recruitment procedures are very strong to ensure staff are vetted and checked thoroughly before they are appointed. The checks carried out on staff are rigorous and well recorded. There are a wide range of procedures and systems in place for the protection of the children in their care and these are known very well by all staff and implemented fully. Security systems are highly robust regarding the entry and exit of the premises. Regular risk assessments and daily checks are carried out rigorously to minimise any possible dangers. Supervision is excellent and all staff to children ratios rigorously maintained. Any accidents are recorded fully and an excellent system for reviewing these is in place.

The staff are very experienced and knowledgeable practitioners. They are continually undergoing training to update and improve their practice. For example, when children are identified with specific needs staff seek out training to support the way they care and provide for them. The assessment of children's learning is extremely detailed and used exceptionally well when planning the next steps for their learning. The staff carry out very detailed initial assessments alongside parents and carers. These provide an accurate baseline for the children's later progress. An excellent development document enables the in-depth recording of learning and progress on an individual basis, using observations and photographs. These are regularly shared with the parents and carers, often electronically, who are able to add their comments. In addition a scrapbook of examples of children's work illustrates the observations and assessments made providing clear evidence of the excellent progress made.

In addition to the staff planning and adult focused activities there are excellent opportunities for older children to decide on what activities they would like to experience under a given topic. Staff prepare excellent visual resources to help children choose their own games and this supports their individual progress as well as giving them excellent opportunities to take responsibility for their own learning. Children are also involved in assessing and reviewing their own learning and their comments form a valuable part of the records. Currently although having an excellent knowledge of individual children's progress, the setting is further improving this by putting in place a way to analyse the progress made by different groups of children, such as boys, girls or the most able. The staff member with responsibility for children with special educational needs and/or disabilities has devised an excellent record to show the progress these children make, which is broken down into much smaller and more appropriate steps.

The setting's self-evaluation is highly accurate and honest. It celebrates the current strengths well while continually looking for ways to improve. Resources available are appropriate for all ages in the setting and they support learning very effectively. Partnerships with the schools children go on to attend and with a wide range of external agencies are excellent. The outstanding links with parents and carers ensure that the very caring staff team understand all children's needs exceptionally well.

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

The staff make excellent use of the accommodation to provide a very wide range of adult-led and child-led activities. Because of this the children make excellent progress towards the early learning goals. The baby rooms have appropriate sleeping facilities. When awake the children are able to access an excellent range of resources that extend their experiences and impact exceptionally well on their development. The excellent staff ensure all children take a full part in activities. For example, during the inspection, the babies in both rooms were able to join together and play with a wide range of musical instruments. This session was led excellently by staff who sang rhymes to them and showed them how to make sounds with the instruments.

The older children are provided with a great number of exciting and effective learning opportunities. Their physical and social development is encouraged through regular and challenging yoga sessions. They have access to a large range of books. A lot of staff time is spent in singing to and teaching children traditional rhymes and songs. Parents and carers' experiences are used very well. For example, children learn about other cultures through sessions led by adults from different heritages. Recently children learned about Turkey, Turkish food and culture in this way. Special days are held to encourage parents and carers to learn more about their child's learning. A recent 'fathers' breakfast' encouraged a number of fathers to take part in a session where they were able to work alongside their children. Weekly football coaching sessions are provided for the older children, which are greatly enjoyed. One of the nursery's major strengths is the way it encourages children to take responsibility for themselves. For example, they are encouraged to select activities and suggest future games under a themed heading. This happened when working on a transport theme and children were able to choose which vehicles they wanted to find out more about.

Children have an excellent knowledge of making healthy choices when eating and are encouraged to stay active and fit. A recent visit to a country park provided children with excellent opportunities to develop their physical skills as well as to appreciate the natural world. Behaviour is exemplary and staff positively encourage and expect excellent behaviour and social and moral skills at all times. Staff also take every opportunity to teach children to recognise sounds and letters, their names and to recognise numbers. Mark making activities are promoted inside and outside. A major strength of the setting is the interaction between staff and children. There are continual conversations and staff prompt and extend children's learning through questions, comments and suggestions. Children are very happy and have excellent relationships with the staff. They feel highly safe within this homely environment and demonstrate an advanced understanding of their own and others' safety. They play sensibly, respond immediately to staff's suggestions and learn about avoiding hazards inside and out. They demonstrate real awe and wonder at the hatching of chicks and can use art software on the computer to create some very effective and original patterns. Overall, children are acquiring

outstanding skills for the future.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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