

Poppy Pre-School Playgroup

Teapot Lane, Aylesford, Kent, ME20 7JU

Inspection date	09/01/2015
Previous inspection date	08/10/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children make good progress given their capabilities and starting points. Teaching is good because staff have a clear understanding of how children learn and develop.
- Staff develop warm and respectful relationships with the children. As a result, children are confident and show they feel safe and secure.
- Children are protected through clear safeguarding procedures which are fully understood by staff. Therefore, children are well protected.
- Staff have good partnerships with parents and other professionals. Consequently, children are effectively supported.

It is not yet outstanding because

- Sometimes staff do not use a full range of teaching strategies, such as open-ended questions, to enable children to challenge their own learning and further ideas.
- Staff do not always provide children with a selection of healthy foods to choose from during snack time to promote their learning and understanding of healthy eating.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the pre-school.
- The inspector observed activities both indoors and outdoors.
- The inspector carried out a joint observation with the manager of the preschool.
- The inspector sampled a range of documentation including staff and children's records, risk assessments and policies.
- The inspector held discussions with staff and parents.

Inspector

Nicola Jones

Full report

Information about the setting

Poppy Pre-School registered in 1991. It operates from a purpose-built unit 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. The setting is open each weekday from 9am to 3pm Monday to Friday 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 7.45am to 8.45am and an after-school club from 3.15pm to 6pm during term time only. A play scheme operates during school holidays. Children share access to a secure enclosed outdoor play area. There are currently 52 children aged from two to under five years on roll. Children mainly attend from the local area. The setting supports children who speak English as an additional language, and children who have special educational needs and/or disabilities. There is disabled access for adults and children. The pre-school employs twelve members of staff. Of these, nine hold appropriate early years qualifications. The manager holds Qualified Teacher Status. 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.

What the setting needs to do to improve further

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

- enhance the quality of teaching further by encouraging staff to use even more open-ended questions to challenge children's learning

- provide children with more healthy choices at snack time to develop their understanding of healthy lifestyles.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy an exciting range of experiences and activities which interest them and help them to make good progress in their learning and development. Staff provide a welcoming environment where children can make independent choices from a selection of toys and resources. For example, children spent a long time together, building their own towers using blocks. Staff support children's communication, language and literacy skills very well. For instance, children take it in turns to talk and listen to one another as they talk about the book they are sharing with a member of staff. Children identify their name on the registration board and on displays around the room.

Staff have a good understanding of how children learn and develop. They work closely with parents to obtain useful information about children's interests, abilities and special preferences. As a result, staff know children very well and provide interesting and challenging play experiences across all areas of learning. Children who speak English as an additional language, and children with special educational needs and/or disabilities, are well supported and activities are tailored to suit their individual learning needs. Additionally, individual target plans are in place, to ensure they make the best possible progress. Staff use effective teaching to encourage children to talk about their ideas when involved in activities. For example, when playing with the large soft shapes to make towers, they discussed movement such as, 'on top of', 'underneath' and 'next to'. However, on occasions, staff miss the opportunity to maximise children's learning because they ask questions that require only a 'yes' or 'no' answer. This reduces the opportunity for children to further challenge and explore their own ideas.

Staff work extremely well with parents and other professionals to support children's individual needs. For example, professionals from the local authority visit the pre-school to offer staff advice and guidance for supporting children with special educational needs and/or disabilities. These visits promote children's overall development and enable staff to provide excellent care, support and education for those children and their families. Communications with parents are good because staff provide parents with a variety of information about their child's progress and how they can support their learning at home. This includes one-to-one consultations with the key person. As a result, parents and children feel valued.

The contribution of the early years provision to the well-being of children

The strong key-person approach promotes children's sense of belonging in the pre-school and their emotional well-being. As a result, positive attachments are formed between the staff and the children they care for. Staff praise children meaningfully throughout the day and are positive role models. Consequently, children's behaviour is good and they are developing strong friendships. Children's move onto school is effectively supported. For example, children frequently visit the Reception class for story time so they become familiar with the teacher and school environment for the next stage in their learning.

Children are beginning to learn about healthy lifestyles. They are encouraged to wash their hands before eating. Children enjoy snack time together; however, children are not always provided with a good selection of healthy options to enable them to understand about healthy eating. Staff encourage children to be independent during snack time. For example, children are encouraged to pour their own drinks and share the jug with each other. Children have ongoing access to the outdoor area, which means they receive plenty of fresh air and physical exercise to promote their good health. Children regularly take part in fire drills so that they know how to evacuate the building safely in the event of an emergency.

The effectiveness of the leadership and management of the early years

provision

The management and staff have a good understanding of their responsibility to meet the requirements of the Early Years Foundation Stage. Safeguarding practices are robust and staff have a good understanding of child protection issues. For example, staff are confident about the procedures to follow if they have any concerns regarding the welfare of a child in their care, or the conduct of other members of staff. The manager has a thorough understanding of her role and responsibilities to safeguard children. For example, all required checks to ensure the suitability of adults working with the children have been carried out. As a result, children are well protected. Thorough risk assessments and daily checks ensure the indoor and outdoor environments are safe for children. The premises are kept secure during the sessions, with effective procedures for the safe collection of children.

All staff receive ongoing supervision and annual appraisals, which helps ensure staff continue to be suitable to care for children. Staff have regular meetings to discuss training needs and areas for improvements. As a result, staff frequently attend training to develop their quality of teaching, such as well-being and involvement training within the pre-school.

Staff share information with other childcare providers and professionals involved in children's care, to provide continuity in their learning and development. Management and staff have developed good partnership with parents. There are good opportunities for parents to speak to staff about their children's routines, interests and day at pre-school. Staff work closely with the host school and have formed good relationships. For example, staff take children on regular visits to the school, to ensure their move to school is as smooth as possible and to support their continued well-being.

The management and staff work together to evaluate the strengths and areas for development. Parents' views are highly valued through regular verbal communication, and written questionnaires. Children's views are equally valued through the pre-school's self-evaluation process. Management and staff create development plans to promote positive outcomes for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	127464
Local authority	Kent
Inspection number	836226
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	42
Number of children on roll	52
Name of provider	Poppy Pre-School Committee
Date of previous inspection	08/10/2009
Telephone number	01622 719322

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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