

# Poppy Pre-School Playgroup

Teapot Lane, Aylesford, Kent, ME20 7JU



<b>Inspection date</b>	29 March 2017
Previous inspection date	9 January 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children make good progress. They have a welcoming and stimulating environment where they have easy access to a wide range of toys inside and outside that helps to encourage their independence.
- The management and staff team implement secure safeguarding procedures that keep children safe and maintain their welfare effectively. For example, staff closely supervise children throughout the day and constantly risk assess the environment and resources used.
- Staff make good use of observation and assessment to monitor children's learning and development. They plan a range of activities and experiences that focus on children's needs and interests.
- Children learn about how to lead a healthy lifestyle. For example, the staff encourage children to choose what they would like to eat from a range of nutritious food at snack time.

### It is not yet outstanding because:

- Staff miss opportunities for older children to develop their writing skills during everyday activities.
- At times, some daily routines do not meet the needs of younger children. For instance, younger children are unsure about what is happening while they are sat in a large group waiting for their lunch.

## What the setting needs to do to improve further

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

- make greater use of available resources to help support older children to practise their early writing skills in daily play activities
- review and improve the organisation of daily routines to ensure they meet fully the needs of younger children.

### Inspection activities

- The inspector observed staff interactions with the children and spoke to the staff at suitable times throughout the day.
- The inspector spoke to the manager to discuss the plans for the future of the pre-school to improve outcomes for children.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with parents to obtain their views of the service they receive.
- The inspector sampled a range of documentation, including information on committee members, policies and procedures, and children's assessment information.

### Inspector

Sara Garrity

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager has a secure understanding of child protection procedures and knows the action to take if they have concerns for children's welfare. Children are aware of how to keep themselves safe. For example, they can explain how to use the woodworking tools safely. The manager monitors and tracks children's development and progress well to help quickly identify any gaps in learning for staff to address. Good use is made of additional funding to improve outcomes for all children. The manager uses self-evaluation systems to help identify strengths and areas for improvement. The pre-school has successfully addressed all recommendations set at the last inspection to maintain good outcomes for children. The manager ensures staff receive ongoing support. For instance, she meets regularly with staff and encourages them to attend training courses and complete online training. The manager works closely with other professionals to help support children's individual needs.

### Quality of teaching, learning and assessment is good

Children confidently investigate the environment and explore the variety of experiences on offer. For example, they collect soap from the dispenser to add bubbles to their water play. Children engage effectively in imaginative roleplay. For instance, they dress up as a superhero before building towers with soft-play equipment to demonstrate their 'super powers'. Staff effectively extend children's mathematical skills, such as counting and investigating size and shape as children discover the textures of the play dough. Staff have developed positive relationships with parents. For example, parents are informed regularly about their children's achievements both verbally and using the electronic assessment system to help support learning at home.

### Personal development, behaviour and welfare are good

Children build strong bonds with all staff. Children benefit from daily opportunities to exercise, such as climbing across the ladder bridge and throwing balls through a hoop to practise their physical skills. Staff are positive role models. For instance, they give children clear, positive instructions so that children understand expectations of behaviour. Children's behaviour is good, they are kind to their friends and learn to value and respect their own and others' similarities and differences.

### Outcomes for children are good

Children gain the skills they need for the next stage in their learning and are well prepared for the move on to school. They are confident learners who are eager to engage with the range of resources available. For instance, they enjoy driving cars through the 'car wash'. Children are keen to interact with others, for example, as they take turns helping to plant the lettuce seeds as they learn about the world around them.

## Setting details

<b>Unique reference number</b>	127464
<b>Local authority</b>	Kent
<b>Inspection number</b>	1085730
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Poppy Pre-School Committee
<b>Registered person unique reference number</b>	RP522400
<b>Date of previous inspection</b>	9 January 2015
<b>Telephone number</b>	01622 719322

Poppy Pre-School Playgroup registered in 1992 and is committee run. It operates from a purpose-built unit within the grounds of Aylesford County Primary School in Aylesford, Kent. The pre-school is open Monday to Friday, from 9am to 3pm. It also offers out-of-school care for children aged five to 11 years. A breakfast club operates from 7.45am to 8.45am and an after-school club runs from 3.15pm to 6pm. A play scheme operates during some school holidays. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school committee employs 16 members of staff. Of these, eight hold a relevant childcare qualification at level 3, one member of staff has a level 6 qualification and the manager has qualified teacher status.

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