

# Inspection of Poppy Pre-School CIO

Poppy Pre-School, Aylesford, Kent ME20 7JU

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Inspection date: 2 December 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children happily run into this caring pre-school that prides itself on having a family atmosphere. Warm and enthusiastic staff greet them. Children waste no time in exploring their surroundings, which shows that they are confident and secure. All children engage in purposeful play. Young children play with sensory equipment, such as bubbles, bubble tubes, sand and play dough. Older children engage for long periods with magnetic resources and imaginative play.

There is a strong literary theme throughout the setting. This includes the visual displays in each area and the many books and story props. Children talk to the adults and their peers with confidence and trust. Staff use sign language to emphasise words and reinforce rhymes. This supports children's vocabulary to develop quickly. Children get plenty fresh air and exercise in the open access garden. They delight in playing racing games and there are vehicles with wheels. This helps them to build their physical skills.

Their fine motor skills develop by gripping a variety of implements. They investigate the large walk-in sandpit or access a 'bubble wall'. Children help themselves to a small bottle of bubbles. They benefit from a sensory garden and a natural adventure area where there is a small pond containing frogs and newts. This supports children to find out about the natural world around them.

## **What does the early years setting do well and what does it need to do better?**

- Children chat and sing spontaneously. For example, while drawing rainbows, they burst into the rainbow song, and adults start a conversation about a rainbow's origins. This supports children to make connections and learn about early science. Staff skilfully extend children's thinking. For example, a simple painting activity becomes an opportunity to discuss colour choices, textures and patterns. All children, including those who speak English as an additional language, learn new vocabulary and descriptive language. However, staff do not prioritise interesting and ongoing ways for children to compare other people and cultures.
- Children keep trying and develop persistence. For example, during an activity where a child builds a trailer for his car, when a piece does not fit, the practitioner is encouraging. She uses phrases such as 'keep going', 'you can do it' and 'well done'. Children delight in their achievements, which supports the development of their confidence and well-being.
- Children have good attitudes to learning. They concentrate for lengthy periods on their chosen activity. Children mindfully move to different activities. They are careful with the resources. For example, children balance tea sets on trays and ask adults if they would like a cup of tea. They collect small counting bears then

ensure that they count them out onto cards where others will not disturb them.

- The practitioners role model principles of care and respect to the children. This supports them to share with their friends. They tidy up with little prompting and take turns. Children choose musical instruments to play. They scream with delight as practitioners join them in doing the actions to their compositions. Children find out about musical terms when practitioners demonstrate how to make quiet and loud sounds. This helps them to develop their listening skills.
- Staff work closely with the school where the pre-school is based. The leaders liaise with the teachers to get children school ready. Staff assess what children already know and build on this in a highly effective way. This helps children to make good progress. Staff offer targeted sessions for children who are moving on to school.
- Managers supervise, monitor, and train staff systematically. This helps to strengthen their practice. The impact on outcomes for children is positive. Happy staff say that the managers support them well. Staff are very enthusiastic about the setting and work hard towards excellence in their practice.
- Parents are very happy with the pre-school. They report that their children make very good progress. Parents say that communication is strong. The setting uses a variety of means to tell them about their child. They call the setting 'amazing'. Parents say that children with special educational needs and/or disabilities (SEND) are identified and supported swiftly. They add that outside help is pursued with a sense of urgency.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff prioritise keeping children safe. Their care for children with SEND is highly effective. Staff quickly identify issues and get them assessed by outside professionals with speed. They carry keyrings that show numbers of who to call if they have a concern. Staff know how to identify and respond to signs of abuse. They understand current issues in safeguarding, such as the 'Prevent' duty, female genital mutilation and county lines. Staff are confident to talk about the signs and the impact of drug-related crime. They complete highly organised regular risk assessments to ensure that the environment is safe for children.

## **What does the setting need to do to improve?**

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

- increase opportunities to strengthen children's awareness of the similarities and differences between people and cultures.

## Setting details

<b>Unique reference number</b>	2574430
<b>Local authority</b>	Kent
<b>Inspection number</b>	10263008
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Poppy Pre-School CIO
<b>Registered person unique reference number</b>	2574429
<b>Telephone number</b>	01622719322
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Poppy Pre-School CIO registered in 2020 and was purpose built on the site of a school in Aylesford, Kent. The pre-school offers a variety of sessions from 9am to 3pm Monday to Friday. It takes funded two- and three-year-old children. There are 12 members of staff. The manager holds a level 5 qualification in childcare.

## Information about this inspection

### Inspector

Kay Beckwith

### Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provision.
- The inspector spoke to parents and listened to their views. These were taken into account.
- The manager completed a joint observation with the inspector.
- The inspector talked to staff and children and listened to their views.
- A selection of relevant documentation was seen.
- The manager and the inspector completed a learning walk of the setting.

We carried out this inspection 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.

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