

Inspection of Little Poppets Preschool

Elm Park Assembly Hall, Eyhurst Avenue, HORNCHURCH RM12 4RA

Inspection date: 1 July 2025

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

What is it like to attend this early years setting?

The provision is good

Staff help children to flourish and feel safe at the pre-school. Friendly managers and staff greet parents and children as they enter. The children are eager, and they show their excitement to start the day. As children self-register their attendance, they each receive a warm individual greeting from staff. Children show their developing confidence. For example, staff provide opportunities for children to 'show and tell' to their friends about an object of interest that they bring from home. Children demonstrate they are learning to communicate in a reassuring environment.

Overall, managers plan a curriculum that is ambitious and enables children to follow their interests. The pre-school supports children with special educational needs and/or disabilities well. Staff work well in partnership with parents and external agencies. The managers focus on school readiness and forge meaningful links with local schools. This supports consistency in the support that children receive in their education. Managers spend early years pupil premium appropriately. Children benefit from sports sessions with a sports specialist. This promotes the development of their large-muscle movements, supporting a healthier lifestyle. Generally, children behave well. They play nicely with their friends and demonstrate kindness. The children line up patiently to wash their hands, and then, with encouragement, they wait for a seat at the snack table.

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

- The children demonstrate early engagement with reading. Staff provide a good range of quality reading books. The children engage well with stories, rhymes and songs. Children enjoy selecting books and respond positively to adults' storytelling and interactions. They are developing a keen interest in literacy.
- Overall, the curriculum is sequenced effectively to support children's learning. But managers do not carefully promote and plan for some key skills that older children need to develop. For example, the older children's curriculum is not developing their independent skills further in preparation for the next step in their education.
- The key-person system is effective. Staff build warm and nurturing relationships with the children. Staff know all the children well. Children enjoy snuggling up with staff as they listen to stories. Staff work closely with parents, and this supports children's emotional health and well-being. Children form secure, trusting relationships with familiar adults who understand their individual needs.
- Staff observe and assess children's motor skills and plan children's next steps in physical development effectively. Children enjoy developing their small- and large-motor skills. For example, some children empty and fill containers in the water tray and others use instruments to express themselves musically. Some

children make straight and circular marks as they paint. Children receive encouragement and have access to good resources to develop their physical skills further.

- Staff very often praise children's positive behaviour. At times, children need extra support to manage their behaviour, for example, when they are running around in the hall. At these times, some staff do not intervene or explain to children the setting's expectations for children's behaviour. This means that children are not consistently learning to self-regulate and fully understand the consequences of their actions.
- The managers value staff and support their well-being. However, they do not fully consider ways to help staff enhance their teaching skills and practise to a consistently high level. For example, the managers do not use the current arrangements for staff supervision sessions fully to identify staff's strengths and areas of development.
- Staff promote children's health. Children bring their own lunches, and staff work hard with parents to encourage healthy foods. The managers provide healthy snacks, which include an assortment of fruits. Children learn about the importance of maintaining their health and taking care of their bodies.
- Partnership with parents is effective. Parents comment that staff are approachable, and parents value this. Parents praise staff for the quality of the daily updates they provide about their children's development. Parents comment on how children have become more confident since attending the pre-school.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen teaching practice to develop staff's understanding of the key independent skills for older children
- help staff to support children's understanding of behavioural expectations and boundaries to further promote children's self-regulation
- promote staff's skills and knowledge further by establishing effective coaching, training and mentoring strategies.

Setting details

Unique reference number	2725674
Local authority	Havering
Inspection number	10394475
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	35
Name of registered person	Hunt, Sandra
Registered person unique reference number	2725673
Telephone number	07731116247
Date of previous inspection	Not applicable

Information about this early years setting

Little Poppets Preschool re-registered in 2023. It is located in Hornchurch, London Borough of Havering. The pre-school is open term-time only, Monday to Friday, from 9am to 3pm. The pre-school currently employs six members of childcare staff. Of whom, one holds an appropriate childcare qualification at level 5, three hold appropriate childcare qualifications at level 3, and there are two unqualified members of staff. The setting offers government funded places.

Information about this inspection

Inspector

Anne-Marie Giffits

Inspection activities

- One manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of teaching and carried out two joint observations with one manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed children's activities and staff's teaching, inside and outdoors.
- The inspector spoke to staff at convenient times and assessed their safeguarding knowledge.
- The inspector observed the interactions between the staff and the children.

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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