

Inspection of Poppets Pre-School

Barling Magna Primary School, Little Wakering Road, Barling Magna, SOUTHEND-ON-SEA SS3 0LN

Inspection date: 16 April 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Requires improvement
--	----------------------

What is it like to attend this early years setting?

The provision is good

There is a well-thought-out and ambitious curriculum in place at the pre-school that is adapted according to the needs of the children attending. Staff work closely with parents to ensure that they have relevant information about children. This allows staff to plan appropriately for children's development. Children spend extended periods playing with the activities they have chosen and can lead and develop their play. Staff use their interactions during these times to promote the next steps in children's learning. Effective procedures for tracking children's progress are in place. This means that gaps in children's development are recognised and acted on. Staff seek support from external agencies where appropriate. As a result, all children, including those with special educational needs and/or disabilities, make good progress.

Children have formed strong bonds with staff and they smile and laugh with them during play. Staff treat the children with kindness and respect and are good role models. They encourage and praise children throughout the day. Children play well with each other and have formed friendships. They are kind, considerate and polite to one another. For instance, young children recognise when their friends are upset and hand them toys they know will cheer them up. Older children chat together as they play, recalling what they did during the school holidays.

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

- Since the last inspection, the management committee has ensured that it has a secure knowledge of the requirements to ensure that all committee members are deemed suitable by Ofsted.
- Staff have high expectations for children's behaviour and have implemented positive behaviour strategies. When children need to be reminded about the rules, the reasons behind them are explained. This ensures that children understand why the rules are in place and learn how to self-regulate their behaviour. As a result, children know what is expected of them and are well behaved.
- Mathematical concepts are introduced to the children. For example, when making gloop, staff encourage the older children to predict the number of scoops of flour they will need. Children then count as they add each scoop. Younger children sing songs that include mathematical language. They use props that the staff encourage them to count as they sing. Staff use time-related language. For instance, when children ask when it will be lunchtime, staff tell them the time they eat lunch and how many minutes away that is.
- Children's communication and language skills are promoted well. Staff explain the meaning of new words, such as 'kneading', to young children. Children have plenty of opportunities to develop their language skills through songs and

rhymes. The older children are skilful communicators and confidently express their thoughts and needs to the staff and each other. Staff have meaningful conversations with children. They use these interactions to provide information to deepen children's knowledge and understanding. On occasions, staff do not consistently use questioning techniques that encourage children to develop their thinking skills even further.

- Children have opportunities to practise their gross motor skills in the garden. They enjoy using the hoops in different ways. Children roll them down the hill, spin them around their waists, and jump from one to another. They develop their ball skills as they throw and kick the balls to each other and the staff.
- Parents speak highly of the pre-school. They are kept informed about their children's development and are involved in discussions about the next steps in their child's learning. Parents report that their children have made good progress in their development since starting at the pre-school and are happy to attend. Staff offer effective support and guidance. For example, they help parents with their children's eating issues and give advice about the funding they can apply for.
- The manager is committed to providing high-quality care and education. Staff receive support through regular supervision and are offered regular training opportunities. Staff morale is high and teamwork is effective. This means that children are cared for by happy and motivated staff.

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:

- support staff to develop their questioning techniques further to extend children's thinking skills.

Setting details

Unique reference number	EY500685
Local authority	Essex
Inspection number	10294737
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	32
Number of children on roll	28
Name of registered person	Poppets Pre-School (Little Wakering)
Registered person unique reference number	RP901769
Telephone number	07486964283
Date of previous inspection	3 May 2023

Information about this early years setting

Poppets Pre-School registered in 2016. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday, term time only. Sessions are from 8am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lyndsey Barwick

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024