

# Inspection of Poppet's Pre-School

Dinton Field, Kingston upon Thames, Surrey KT2 5TY

---

Inspection date: 29 November 2022

<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	Good
--	------

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

### **The provision is good**

Children develop strong, nurturing relationships with staff at this warm and welcoming pre-school. Children arrive happy and are keen to explore the activities on offer. They have a positive attitude to learning and show high levels of enjoyment and curiosity. Staff have high expectations for all children. The curriculum provided offers challenge and stimulates the interests of all children, including children with special educational needs and/or disabilities (SEND). For example, staff use activities to develop children's listening and attention, such as 'Bucket time'. Children are keen to get involved in the activities on offer and show positive attitudes to learning.

All children behave well. They learn to take turns and share the resources. Children learn to identify and manage their feelings with sensitive support from staff. Children have good opportunities to develop their physical skills. For example, they eagerly join in activities to develop their large muscles, balance and coordination as they design the obstacle course in the garden. Children are confident and are motivated to learn and develop skills needed for the next stage of their learning.

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

- An ambitious communication and language programme is embedded in the curriculum. Children make good progress, bridging gaps in learning. Staff create an environment rich in language, introducing new vocabulary through the weekly word bank. As a result, children become confident communicators.
- The manager and staff work in close partnership with parents and other professionals to support children with SEND. Parents comment that the setting's 'approach to inclusion is to be admired'. The staff carefully consider strategies to support children with SEND and ensure these strategies are implemented into their individual learning plans. Consequently, children with SEND make the best possible progress.
- Children are curious and interested as they enjoy exploring their environment. They make choices in their play, as well as enjoying adult-led and group activities such as story times. However, on occasions, staff do not fully consider how to support children to remain highly engaged, to enhance their learning.
- Children's independence is encouraged well. For example, they are supported to find their own coats for garden time and to remove all wrappers and packaging in their packed lunches. Children are confident to approach staff for help if needed. Staff offer praise for their accomplishments, which raises children's self-esteem.
- Staff introduce mathematical language into children's play and learning. Children enjoy counting scoops as they fill different-sized bowls with porridge. They make beds from boxes for Goldilocks and the different-sized bears. Staff ask children

which bears are the biggest and smallest as they use props during the familiar story. Children discuss how much to fill bowls for the pet rabbit's food. As a result, children become confident to use mathematical language in their play.

- The manager and staff prioritise the use of additional funding to support children's developmental needs and reduce any differences in their learning. For example, children benefit from lots of individual support and small-group work in a quieter environment. Visual aids have been incorporated to help children with routines and their understanding of what is happening now and what will happen next.
- Partnership with parents is strong. Parents speak highly of the pre-school. They comment that the staff are nurturing and compassionate and that their children thrive in a safe environment. Good communication ensures that parents know what their children can do, what they will be learning next and how to support their learning at home.
- The manager is a very strong motivational leader. She has a sound understanding of how to make improvements in the pre-school for children. She can identify areas she could improve further and celebrates the staff's strengths to improve practice, to benefit children. Staff speak very highly of how the manager supports their professional development. They receive regular supervision sessions and training. Staff feel supported in their role.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff demonstrate good knowledge of the signs and symptoms which could indicate that a child is at risk of harm. They know how to make a referral if they have concerns about the welfare of a child or colleague. Staff know who the designated safeguarding lead is and to report any concerns without delay. Staff carry out daily checks and risk assessments to ensure that the premises remain safe and secure. Robust recruitment and vetting arrangements are in place to help ensure that staff working with children are suitable.

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

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

- review group activities to support children to fully engage, to enhance their learning further.

## Setting details

<b>Unique reference number</b>	EY452871
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	10235951
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	36
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Poppet's Childcare Ltd
<b>Registered person unique reference number</b>	RP905812
<b>Telephone number</b>	07501 367036
<b>Date of previous inspection</b>	18 January 2017

## Information about this early years setting

Poppet's Pre-School first opened in 2009 and re-registered in 2012. It is located in Kingston upon Thames, Surrey. The pre-school is open on each weekday from 9am to 4 pm, during term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are 10 staff, including the manager, eight of whom hold appropriate early years qualifications, including one staff member who holds qualified teacher status. The manager holds a relevant early years qualification at level 5.

## Information about this inspection

### Inspector

Tracey Murphy

## Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector spoke to several parents, sampled written testimonies and took account of their views.
- The inspector carried out a joint observation with the manager of a group activity.
- 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 manager showed the inspector relevant documentation to demonstrate the suitability of staff and their paediatric first-aid certificates.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022