

# Pippins Pre-School

Inspection report for early years provision

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**Unique reference number**

EY375409

**Inspection date**

17/06/2009

**Inspector**

Ian Jones

**Setting address**

East Markham Cp School, Askham Road, East Markham,  
NEWARK, Nottinghamshire, NG22 0RG

**Telephone number**

01777 871399

**Email**

**Type of setting**

Childcare on non-domestic premises

## **Introduction**

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Pippins Pre-School moved to their current premises and re-registered in 2008. It was previously known as East Markham Under Fives Playgroup and registered in 2005. It is a committee-run group and is registered to provide care for a maximum of 16 children at any one time aged from two to under five years. Currently it has 20 children on roll. It serves the village of East Markham and outlying communities in the Bassetlaw district of Nottinghamshire. It provides nursery education to funded three and four year olds.

The pre-school makes provision for children with learning difficulties and/or disabilities. It opens from 09.00 to 11.30 on Mondays to Fridays during school term times. A lunch club session is offered on four days from 11.30 to 12.45. The pre-school is on the Early Years Childcare Register and both the voluntary and compulsory parts of the Childcare Register. It has sole use of the community room within East Markham Primary School during hours of operation. In addition, they have use of a kitchen. The setting is suitable for use by adults and children with mobility difficulties or disabilities because it is positioned on ground level and the separate toilets within the room for use by children and adults include facilities for disabled people. Five members of staff are employed in total and all have recognised early years qualifications for their posts. A parental rota system is also in use. The pre-school receives support from the local authority.

## Overall effectiveness of the early years provision

This setting provides an excellent standard of care and education. Every child is treated as an individual and all are fully included in the wide range of activities offered. Staff are very successful in ensuring that the children are safe and welcomed into the pre-school and that they make excellent progress. Parents are extremely supportive of the setting and know that their children really enjoy attending. Very good progress has been made since the last inspection and all staff demonstrate an outstanding capacity to continue this improvement.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improve the outside area so that there are more high quality learning opportunities available to promote children's development and learning.

## The leadership and management of the early years provision

The excellent leadership and management of the pre-school has led to very good improvement since the last inspection with all recommendations being tackled extremely successfully. The setting evaluates how well it is doing and has an

accurate picture of its strengths and areas for development. The current assessment system, whilst providing an already accurate picture of the progress children make, is being improved to give an even clearer picture of what children know and can do. This demonstrates a commitment by staff to review their work and seek to improve already effective systems. The processes that the setting has in place to ensure that children are safe are excellent. Risk assessments are carried out on a regular basis and fire drills are carried out twice a term. Many staff have qualifications above the minimum expected and many are continuing with their qualifications.

The setting is very popular and is currently over-subscribed. Staff work very closely with parents who speak very positively about the setting and report that they are very pleased with how well their children are making progress and the excellent support they receive. They are outstandingly well informed about the progress their children are making, both on an informal daily basis and through the progress books shared regularly with them. The setting is also planning formal review meetings with parents with the key worker responsible for their child.

## **The quality and standards of the early years provision**

Children make excellent progress in their learning and development because staff are very skilled at ensuring everyone is included in the well-planned activities. These cover all areas of learning, and there is a very good balance between those led by adults and those chosen by children. As a result, children gain much confidence in choosing tasks and persevering at them. Basic skills are taught very well so that children learn to use books well, count accurately and begin to try out writing for themselves. Staff are particularly good role models for the children. Much emphasis is put on developing children's language skills and adults spend a good deal of time talking with the children and encouraging them to extend their vocabulary. Extremely careful use of questioning enables children to reflect carefully on what they are doing. In this very safe and caring environment children are nurtured and they flourish. The staff liaise effectively with outside agencies and are currently negotiating training to further support speech and language development. Tasks and activities are very well planned. The interests and enthusiasm of the children are captured outstandingly well which make learning meaningful for the children. The system for recording assessments is very thorough and has been developed particularly well since the last inspection. Children's progress is carefully tracked enabling the next steps in their learning to be identified. Staff use this information especially well to plan interesting and enjoyable activities.

Staff excel at making sure children are safe and very well cared for. Security arrangements are watertight and children regularly practice fire drills. Every care is taken to support children in developing good habits of hygiene. Snack time is used very effectively to encourage healthy eating and dietary requirements are carefully recorded. Children enjoy helping prepare snacks and choosing the fruit that they prefer extremely successfully. Drinks are freely available and children are very confident when helping themselves when they want to. Not only is snack time used to encourage healthy eating, it is also a time for social interaction. Children

very confidently share their thoughts with adults and other children, exchanging stories and news. Large group times are used exceptionally well to set the scene for the session, with children contributing their ideas as to what they could do with the resources on offer.

Although the outside area is popular with children and offers a range of activities to support learning, the lack of shelter and a hard surface limits opportunities for use, particularly in rainy weather.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met