

# Little Pippins Pre-School

Inspection report for early years provision

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**Unique reference number** 133726  
**Inspection date** 05/08/2011  
**Inspector** Sheena Bankier

**Setting address** The Freeman Orchard, Gaveston Road, Harwell, Didcot,  
Oxfordshire, OX11 0HP

**Telephone number** 01235 821741

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**Type of setting** Childcare - Non-Domestic

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## 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.

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## Description of the setting

Little Pippins Pre-School is managed by a parent/carer committee and has been established since 1970. It operates from a purpose-built building that opened in 2011 and is situated in a residential area in Harwell, near Didcot, Oxfordshire. All children share access to a secure, enclosed, outdoor, play area. The pre-school is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children under eight years may attend at any one time, all of whom may be in the early years age group. Children may attend from the age of two years six months. Staff currently support a number of children with special educational needs and/or disabilities and a number of children learning English as an additional language. The pre-school opens each weekday from 9.15am to 3pm during term time. A breakfast club operates from 8am to 8.45 am for early years and school-aged children. Currently, there are 41 children in the early years age group on roll. The pre-school provides funded early education for three- and four-year-olds. There are five members of staff, who all hold appropriate early years qualifications. The manager and another member of staff are working towards foundation degrees. Two additional members of staff are employed to help at lunch times and the pre-school employs an administrator.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children make good progress in their learning and development in relation to their starting points and capabilities. Children enjoy and engage in a broad range of activities and play experiences, while practices and routines, in the main, effectively support them. Staff implement policies and procedures well to promote children's safety, health and well-being. Self-evaluation is effective and underpins good capacity for continuous improvement. Communication with parents, other professionals and settings underpins strong continuity and consistency in effectively meeting children's needs.

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

To further improve the early years provision the registered person should:

- extend the support for new children to show increasing confidence in new situations
- reconsider the schedules and routines so that these flow with children's needs.

## **The effectiveness of leadership and management of the early years provision**

Good, effective procedures support the safety and welfare of children. Staff demonstrate a firm foundation in their knowledge of safeguarding issues. They have a good understanding of the steps to follow in the event of concerns about a child's welfare. Staff and the committee chair have undertaken safeguarding training, which securely underpins their understanding. Daily checks and risk assessments for the indoor and outdoor spaces well promote children's safety at the premises. Staff supervise children closely and are vigilant at key times, including the beginning and end of sessions as parents and children arrive and leave. Children take part in emergency practices, such as the evacuation procedure. This underpins their confidence and understanding about their safety in the event of an emergency.

Good communication is in place between the committee and staff. Effective processes support the leadership and management of the pre-school. For example, there are well organised policies and procedures that are reviewed regularly. Clear roles and responsibilities are identified for staff and committee members. These contribute to the smooth operation of the pre-school. Self-evaluation processes include the views of staff, parents and children. The pre-school demonstrates a good understanding of its strengths and the areas to develop and improve. The recommendations from the last inspection have been effectively met. As a result, staff and parents have developed further understanding and knowledge, including about the complaints process.

The pre-school recently moved into its new, eco-friendly, purpose-built premises, which provide an effective learning environment for children. For example, children can be independent and visit the toilet by themselves. Resources are stored at children's height in containers with labels enhanced by photographs. This makes resources easy for children to identify so they initiate their own play. The pre-school actively supports children learning English as an additional language. For example, staff learn key words in children's main languages and use pictures well to support communication. Staff effectively meets the requirements of children with special educational needs and/or disabilities. They work closely with other professionals and have put in place individual educational plans to support children's progress successfully.

The pre-school promotes good relationships with parents and good verbal and written information is available to them. Staff welcome them on arrival, and provide feedback about their children's activities and progress. Parents speak highly about the pre-school and staff. They can be involved at the setting, for example, by volunteering as parent helpers and joining the committee. The pre-school has some good links and partnerships within the local community, including with staff at the local school. These support smooth transitions for children when they start full-time education.

## **The quality and standards of the early years provision and outcomes for children**

Children enjoy their time at the pre-school. They form positive relationships with staff and establish friendships with each other. Most settle quickly on arrival as staff well support those finding separating from their parent difficult by, for example, setting out their favourite toys. Staff comfort children who become upset and engage in activities with them, encouraging them to feel safe at the pre-school. At times, newer children do not confidently engage in play activities, as staff do not always recognise their needs for further support. Staff remind children about safety, providing explanations and asking questions to support their understanding. This enables children to develop a good understanding of keeping safe; for example, children know they must not run indoors.

Children make good progress in relation to their starting points. They enjoy a broad range of activities and are independent in their choices. Children are proud of their achievements, for example, showing staff their creations. Staff warmly praise and encourage children, effectively underpinning their good self-esteem and confidence. They interact well with children, strongly supporting children's learning and development through play and activities. For example, staff effectively encourage children's recognition of colour and shape and reinforce their counting during a craft activity. Flexible planning includes children's ideas and interests, while focused activities are planned at different levels to support children of different ages and abilities. Staff undertake regular observations of children's play and effective records are in place of their achievements, including summaries of progress. Children effectively develop skills for the future, as staff strengthen their language and mathematical skills and they demonstrate a keen interest in using modern technology.

Resources and themes, including celebrations for Diwali, well support children's awareness of diversity. The pre-school takes an active role in the community by visiting a shop and entering local competitions. Such activities underpin children's understanding about the locality and raise their awareness of the wider world. Children mostly behave well and join in routines, such as tidying up. Staff use many effective strategies to positively reinforce their expectations regarding behaviour. However, routines do not always effectively challenge older and more able children; for example, quiet time leads to some disruptive behaviour. Sociable snack and meal times involve all children sitting around the tables together. Children are independent as they pass the plate of snack food to each other. They make choices from the healthy options, such as a selection of different fruit and breadsticks. The 'helping hands' children make a positive contribution as, for example, they fetch cups and hand these out. After eating, children dispose of packaging and food remains in the correct bins for composting and recycling. This raises children's awareness of good, sustainable practices. Children follow effective personal hygiene routines, washing after visiting the toilet and before eating, and demonstrating a good awareness of why this is important.

Children develop good physical skills during indoor and outdoor activities, and gain

independence in dressing as they change their clothes. The large, outside area is effectively used for play and learning. For example, children imaginatively use the playhouse to act out real experiences, such as 'birthday celebrations'. Outdoors, children enjoy investigating natural materials, musical resources, letters, shapes and mirrored numbers. They benefit from the free choice approach to the outdoor area, which enables them to spend plenty of time in the fresh air.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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