

# Pippins at Hope Brook

C/o Hope Brook School, Church Road, Longhope, Glos, GL17 0LL



## Inspection date

9 July 2015

## Previous inspection date

8 February 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff use their knowledge of how children learn to plan opportunities to meet children's needs. Consequently, children make good progress in their learning.
- Partnerships with parents and other professionals are good. Staff regularly share information. As a result, children's needs are quickly identified and extra activities are provided to support children so they make good progress.
- The setting is warm and inviting. Staff welcome children and parents. This means the children settle well and are eager to play.
- Staff support children to ask when they want something. This ensures children have consistent messages about what to do. As a result, children's behaviour is good.
- Staff help children to feel safe and secure. They support the children as they learn to talk to others. As a result, children are keen to talk about their games and toys.
- Managers and leaders encourage staff to attend regular training to update their skills. Staff make good use of their training and knowledge and, as a result, children enjoy learning and make good progress.

### It is not yet outstanding because:

- Some staff do not encourage children to follow instructions. For example, children do not always follow requests from newer staff to wear aprons for messy play.
- Newer staff sometimes describe what children are doing rather than asking the right questions to help children solve problems.

## **What the setting needs to do to improve further**

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

- improve the consistency of messages from newer staff members so that children always know what is expected of them
- develop ways in which newer staff talk with children so that they use effective questioning that supports children to solve problems.

## **Inspection activities**

- The inspector observed children indoors and outdoors.
- The inspector had a leadership and management meeting with the management team, which included the manager, headteacher and reception teacher.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to during the inspection and through written questionnaires.
- The inspector examined relevant paperwork, including children's records and policies and procedures.

## **Inspector**

Anita McKelvey

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff use their qualifications to plan exciting and challenging activities. They use their assessments of children's learning to make sure that these activities are at the right level for each child. As a result, children are keen to take part and make good progress. Children use their imaginations as they explore what happens with water when they paint outside. Staff provide large pieces of paper and coloured paints to help children develop their ideas. Children learn about letters and sounds. They listen to stories, sing rhymes and find the initial letters of objects. These activities are effective in developing children's communication skills. Children explore the natural world. They enjoy making mud puddles by adding water to soil and jumping in them. Children quickly learn to move away if they do not want to get splashed.

### **The contribution of the early years provision to the well-being of children is good**

The environment is purpose-built with accessible resources. Staff support children in making choices. This helps children to increase their self-esteem and grow in confidence. Staff are good role models. They remind children to ask if they need something and, as a result, children learn to share and take turns, and their behaviour is good. Children practise their physical skills and learn about risks. For example, they climb and jump off the climbing frame, try to rotate hoops round their hips, and run up and down the grass bank. They also go into school to share physical activities with the older children. This prepares them well for school and for moving on in their learning. Staff encourage children to be healthy. Children learn about hygiene and talk about eating a balanced diet.

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

Managers and leaders understand how children learn and develop. They have a clear vision for the setting. This means they work together to evaluate and monitor the service. They seek improvements to raise the quality of children's learning opportunities. For example, recent training and sharing of practice means that assessments for children's learning are now more focused and help staff to meet children's needs effectively. As a result, children make good progress. Parents contribute to evaluations and have asked for further information. In response to this, the manager now displays photographs of sessions so that parents can see what children have been learning. All staff have secure knowledge of safeguarding. They share training with the school and know what to do if they have concerns about a child.

## Setting details

<b>Unique reference number</b>	EY428101
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	823374
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Hope Brook C of E Primary School Governing Body
<b>Date of previous inspection</b>	8 February 2012
<b>Telephone number</b>	01452 830558

Pippins at Hope Brook re-registered in 2011 under the governance of the on-site school. It is located in Longhope, Gloucestershire. The provision operates from Monday to Friday during school term times. A breakfast club is available from 8am until 8.45am. Main sessions operate from 9am until 3pm. An after school club is available from 3.15pm to 6pm. The provider is in receipt of funding for the provision of free early education for children aged two, three and four years. The provision employs four staff, three of whom hold relevant early years qualifications at level 2 and level 3.

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