

# Pippins Playgroup

Memorial Hall, Appleshaw, Andover, Hampshire, SP11 9AA



## Inspection date

13 July 2015

## Previous inspection date

23 May 2011

<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

- Teaching is good. Staff plan a varied and imaginative session of activities in line with children's interests. The team identifies next steps of learning through precise and accurate assessments. They use their good understanding of the Early Years Foundation Stage to underpin this good practice.
- Arrangements for safeguarding children are strong and well embedded. All staff have undergone training and engage in regular discussion at staff meetings. This ensures they have a good understanding of the process to follow should they have any concerns about a child in their care.
- The well-established key-person system helps children to form secure attachments, thereby supporting their well-being. Children approach staff with confidence, showing they are settled and secure because staff effectively support their emotional well-being.
- The small team of qualified staff works well together to promote children's welfare and learning effectively. There is a good system of regular supervisions and annual appraisals to monitor staff's professional development, including training needs and ongoing suitability.

### It is not yet outstanding because:

- Children use antibacterial hand gel before snack and lunchtime. This limits their opportunities to learn positive hygiene regimes as part of leading a healthy lifestyle.
- Occasionally, staff do not organise group activity times well to support all children to concentrate and listen fully.

## What the setting needs to do to improve further

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

- strengthen hand washing routines so that children learn positive hygiene regimes and how this supports them to lead a healthy lifestyle
- review the organisation of some adult-led activities to promote children's listening and concentration skills fully.

## Inspection activities

- The inspector observed the children at play both indoors and outdoors.
- The inspector sampled a wide range of paperwork including children's files, the pre-school's risk assessments, staff suitability documents and policies.
- The inspector carried out a joint observation with the manager.
- The inspector discussed the provision with staff, children and parents at convenient times during the inspection.
- The inspector sought the views of parents through discussion and comments made in children's assessments.

## Inspector

Shirelle Norris

## Inspection findings

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

The assessment of children's learning is thorough and precise. This helps staff to identify any gaps in learning and ensure that each child is developing in line with expectations, based on their age and ability. Staff use observations to identify children's next stage in their learning and inform the planning. There are good opportunities for children to be physically active in the well-organised areas. This provides children with opportunities to climb, balance and develop their sensory play. Children freely access pens and paper, and have good opportunities to make marks and explore letter formation. Staff engage children in conversations and teach children to extend their vocabulary and learn good language skills. Staff use visual timelines and sign language, which further promote children's communication skills. This effectively supports children who have special educational needs and/or disabilities and those learning English as an additional language. These skills prepare children very well for future learning, such as going to school, and show how staff use their learning from training effectively to promote good outcomes for children.

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

Staff interactions are timely and sensitive, which enables children to resolve minor disputes independently. Consequently, children's behaviour is good. Staff help children to develop their problem-solving skills which results in children who work together to share resources and use timers to help them understand the passing of time. At snack time, children pour their drinks with confidence. This promotes their physical competence and their sense of responsibility. Staff use these opportunities for children to develop their independence and positive awareness of healthy eating. Children are cared for in a welcoming and exceptionally well-organised environment. Staff warmly welcome and celebrate the similarities and differences of the children and their families. This introduces children to our diverse society and broadens their views of the wider world.

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

The manager works well with the staff team to reflect on their effectiveness. Weekly meetings identify strengths and weaknesses in practice and set out plans to target improvements. Staff value the opinions of parents and children in this process, and encourage their involvement in sports day and fun days, which helps to forge good partnerships. Links with outside agencies and other carers ensure high consistency of care for children. Staff work closely with other early years settings that children attend. This consistent approach helps children to make good progress in their learning and development.

## Setting details

<b>Unique reference number</b>	511676
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	842411
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Pippins Pre-School Playgroup Committee
<b>Date of previous inspection</b>	23 May 2011
<b>Telephone number</b>	01264791355

Pippins Pre-school registered in 1996. It is a registered charity managed by a parent committee and operates from the village hall in Appleshaw, a small village near Andover. The pre-school opens five mornings a week during school term time only. The setting is open on Monday and Thursday from 9.15am to 3pm, and on Tuesday, Wednesday and Friday from 9.15am to 1.15pm. There are four part-time staff members working with the children. Of these, three have level 3 qualifications and one has level 4. The setting is in receipt of government funding for early years education for two, three and four-year-old children.

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