

Pippins Pre-School

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



Inspection date

Previous inspection date

21 January 2016

17 June 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff make informed, precise observations of children's learning. They meticulously assess children's individual skills and plan outstanding learning opportunities. Staff offer children exciting resources that encourage and entice exceptional learning.
- The well-qualified staff are highly responsive to children's needs. They know children's next steps in learning and use expert teaching skills to extend their independent play in innovative ways.
- The manager's monitoring of children's progress is outstanding. She has taken prompt and effective action to support children who are underachieving in some areas. Exceptional support is also provided for children who need additional challenges. This ensures that all children make the best progress possible and are extremely well prepared for school.
- Staff successfully work with parents to support children's learning at home and at the pre-school. This enables staff to identify the need for extra support as early as possible and other professionals are swiftly involved if required.
- Staff are highly skilled and sensitive in helping children to form secure emotional attachments with them. They give children the time, strategies and emotional support to manage their own feelings and behaviour. Children form close bonds with the staff and behaviour is exemplary.
- The manager and the committee are ambitious and focus all their energy on delivering excellent standards of care and learning. Children are at the centre of the pre-school's drive for excellence and are fully supported to attain high levels of achievement.
- Staff cultivate strong partnerships with parents. Parents are provided with a wealth of ways in which they can inform staff about their child's needs and experiences. They are encouraged to contribute to the running of the pre-school.

What the setting needs to do to improve further

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

- develop shared practice with other professionals to build on and maintain teaching at the very highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the manager and the provider. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff and the committee.
- The inspector spoke to the Reception-class teacher about the children's level of development and the accuracy of the assessments made by pre-school staff.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Kathy Kilner

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Robust policies and risk assessments are effective in ensuring that children's welfare is always prioritised. The recruitment and induction of new staff are rigorous and help to ensure children's safety. The drive to maintain outstanding practice in all areas is achieved through a shared vision for excellence and exceptional team work. A new room, full-day sessions and a choice of nutritious hot meals were implemented this year through consultation with parents. The manager's training and mentoring of staff are highly focused. Staff's practice is meticulously monitored and the manager directly involves them in their ongoing professional development, so that teaching is of a consistently high standard. The manager acknowledges that promoting shared practice with other professionals, such as school, is an area for ongoing development.

Quality of teaching, learning and assessment is outstanding

Staff have developed a highly effective approach to assessing children's development. Teaching is at a consistently outstanding level as learning is tailored to each child's individual learning needs. Staff offer children exciting and fun activities that grab their attention. Staff maintain a sharp focus on communication and social skills to support future learning. They ask questions that foster thinking skills. Children are offered innovative resources to explore, such as an old-fashioned telephone receiver. When children talk into one end, they can hear the sound magnified in their ear. The promotion of careful listening contributes significantly to the progress children are making in their literacy skills. Children confidently choose the letters to spell dig and when challenged to change a letter, so it says dog, they manage this successfully. Children are superbly supported and challenged in all areas of learning. Children tell staff a train ticket to London will cost 100 pounds. Staff are immediately responsive and foster mathematical thinking. They discuss the cost with children and introduce words like expensive, extending their vocabulary.

Personal development, behaviour and welfare are outstanding

Staff have good procedures that involve close working with families, so children settle well. Children enjoy playing inside and outside, making full use of the excellent resources and vibrant environments that support their independence and learning needs. Children have excellent opportunities to make independent choices in their play. They understand how to keep themselves safe, explaining how they need to look out for others when running in the playground. Children have the opportunity to experience physical challenge and manage risks for themselves on the large-climbing apparatus. Children become familiar with the school environment which makes the move there seamless.

Outcomes for children are outstanding

Robust tracking shows all children, including disabled children and those with special educational needs, are extremely well prepared for school. Any identified gaps in development are closed rapidly. Children demonstrate enjoyment and enthusiasm for learning.

Setting details

Unique reference number	EY375409
Local authority	Nottinghamshire
Inspection number	849749
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	16
Number of children on roll	27
Name of provider	East Markham Under Fives Committee
Date of previous inspection	17 June 2009
Telephone number	07504 266928

Pippins Pre-School was registered in 2008. The pre-school employs six members of childcare staff. All staff hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time. Sessions are from 8.30am until 3pm. The pre-school provides funded early education for three- and four-year-old children. It supports disabled children and those with special educational needs.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

