

# Pippins Pre-School And Nursery

Church View, Union Road, Crediton, EX17 3AL



## Inspection date

25 April 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The leadership team implements robust recruitment procedures, to ensure the suitability of all new staff and inform them of their responsibilities.
- Staff create stimulating play areas, to support children's developing interests and enable them to practise skills across all areas of learning. The quality of teaching is strong and all children make good progress in their development.
- Managers and staff establish strong partnerships with parents, external agencies and other settings that children attend, to provide very good support that meets children's individual needs.
- The effective key-person system enables staff to build strong relationships with, and get to know, children very well. This contributes to children's good emotional well-being.
- Children have good levels of confidence and self-esteem, and staff promote their independence well. For example, older children skilfully pour their own drinks and babies clean their faces using a flannel after eating.

### It is not yet outstanding because:

- Managers successfully assess children's individual development, but do not make best use of the information to monitor the progress made by groups of children, to help them evaluate the overall effectiveness of teaching and learning.
- At times, the pre-school rooms become noisy and some children find it difficult to maintain conversation, listen to staff, and concentrate on their chosen activities.

## What the setting needs to do to improve further

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

- refine the monitoring and assessment processes to focus more on how different groups of children are progressing in their learning
- ensure that noise levels do not distract older children from engaging in discussion, listening to staff's instruction and maintaining their attention during their play.

### Inspection activities

- The inspector viewed the premises and resources, and observed children's play and interaction.
- The inspector took account of the views of staff, parents and children, spoken to at the time of inspection.
- The inspector carried out a joint observation with the manager and deputy manager.
- The inspector held a meeting with the manager and deputy manager at an appropriate time during the inspection.
- The inspector sampled documentation, including children's learning records, risk assessments of the premises, and staff's suitability checks and training certificates.

### Inspector

Sarah Madge

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of child protection issues and know how to refer any concerns relating to children's welfare to appropriate agencies. The leadership team carries out regular checks of the premises to identify and reduce hazards, to help keep children safe. The manager provides effective support and coaching for staff, for example, through meetings and the provision of training, to build their skills and knowledge. This has a positive impact on children's learning outcomes. For instance, staff have increased visual aids to support children with delayed communication, and reviewed the available resources to help children learn about and manage their feelings. The manager reflects well on the quality of the provision, such as completing resource audits to offer children a broad range of learning experiences.

### Quality of teaching, learning and assessment is good

Staff plan a broad variety of interesting activities that provide good challenge and extend individual learning well. For example, older children find and recognise numbers hidden in sand, and younger children investigate a melting block of glittery ice. Overall, staff interact well with children and promote their language effectively. For example, they model clear language, introduce new vocabulary, and use flash cards and sign language. Older children enthusiastically practise early writing skills as they learn the letters in their names. For example, they use their fingers in foam to copy letters. Staff support children's physical development well, to improve their control and coordination. For example, children show determination as they use tongs to pick up their fruit at snack time and skilfully use scissors to cut paper.

### Personal development, behaviour and welfare are good

Staff work well with parents to meet children's individual care needs and help children settle in quickly as they move to a new room. Children enjoy interacting with staff during their play and benefit from the close relationships that help them to learn and develop. Staff are positive role models, show respect and celebrate children's efforts and achievements enthusiastically, such as with 'high fives'. Children's behaviour is good. Staff teach children about keeping safe and following healthy and hygienic routines. For example, staff sing a song as older children use the stairs, to remind them to do so carefully and sensibly, and talk about germs as they prepare for snack.

### Outcomes for children are good

Children are motivated and curious learners, and are keen to join in with activities. For example, they investigate what will happen when they fill buckets on a set of weighing scales with water, as each end becomes progressively heavier. Babies explore different textures with oats. Children acquire good skills to prepare them well for school.

## Setting details

<b>Unique reference number</b>	EY483406
<b>Local authority</b>	Devon
<b>Inspection number</b>	993329
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	84
<b>Name of provider</b>	Pippins Pre School (Crediton)
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01363 772 474

Pippins Pre-School and Nursery registered in its current premises in 2014 in Crediton, Devon. The pre-school is open from 8am to 6pm on weekdays, all year round. It is in receipt of funding for nursery education for children aged two, three and four years. There are 17 members of staff working directly with children. Of these, 14 hold appropriate qualifications to at least level 2. The manager holds a relevant level 5 qualification. The pre-school also employs a cleaner.

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