

Pippins Pre-School & Kids Club

Canon Pyon CE Academy, Canon Pyon, HEREFORD, HR4 8PF



Inspection date

4 July 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 manager and staff are well qualified and knowledgeable. Their care and teaching skills are good. The provider effectively monitors the manager and staff's performance. She ensures they keep up to date through training and discussions about good practice.
- The manager and staff work well together to promote children's good health, safety and purposeful learning during well-managed routines and rich and varied activities.
- The kind, attentive manager and staff sensitively reassure and encourage children who soon settle and get to know pre-school routines. Children eagerly explore the welcoming, well resourced and child-friendly surroundings. Children also feel confident about starting school. They already know many of the staff, premises and pupils and enjoy taking part in activities with the school.
- The manager and staff interact well with children. They skilfully build on children's listening, attention and recognition of sounds through fun listening games. The manager and staff's encouragement and enthusiasm stimulates children's imagination and expressive language during discussions and play.

It is not yet outstanding because:

- The manager and staff do not always successfully ensure all parents know about their children's next steps for learning and how these are to be followed up.
- At times the manager and staff do not make the most of opportunities to extend children's observations and investigations of similarities, differences, patterns and change.

What the setting needs to do to improve further

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

- consider additional ways to involve all parents in discussing and planning for their children's future learning
- offer children even more exciting opportunities to look closely at and investigate similarities, differences, patterns and change.

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 of activities with the provider.
- The inspector held a meeting with the provider, pre-school manager and company secretary. She looked at relevant documentation, including evidence of the suitability and training of staff working in the pre-school.
- The inspector discussed the provider's plans for improvement.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Rachel Wyatt

Inspection findings

Effectiveness of the leadership and management is good

The provider, directors and manager effectively check the quality and impact of the pre-school's provision. They review and update policies, such as safeguarding procedures and arrangements for monitoring their own and the staff's suitability. Children's progress, health and welfare and the safety and security of the premises are all carefully checked. The provider and manager devise and implement appropriate improvement plans. These include consolidating information sharing with parents, reorganising outdoor learning areas and revising some records. Good relationships with parents and the school ensure children's needs and interests are consistently met. Parents appreciate regular discussions with staff about their children's experiences and achievements. The provider ensures school staff know about children's abilities and needs. Arrangements for safeguarding are effective. The provider, manager and staff attend regular safeguarding training and have a sound knowledge of abuse and neglect. They follow comprehensive safeguarding policies and local guidance and know what action to take if they have concerns about a child.

Quality of teaching, learning and assessment is good

The manager and staff accurately assess children's starting points and ongoing development. They take account of any feedback from parents about their children's abilities and interests. The manager and staff identify appropriate next steps for children's learning. They use the information to successfully plan and organise interesting and relevant activities and resources. Children enjoy learning in the fun and focused atmosphere. They and the staff enthusiastically handle play dough and follow actions to music during an activity to develop children's dexterity and control for writing. Staff sensitively support and encourage younger or less confident children to help them to understand and remain involved. There are lively discussions as children describe their work and experiences and take part in often highly imaginative role play.

Personal development, behaviour and welfare are good

Children feel valued and want to do well. Staff praise children's efforts and encourage them to talk about their work. Staff ask children to recall their experiences and celebrate their achievements. Children behave well. They know what is expected of them and get on well and cooperate with other children and staff. Children are well cared for and helped to independently manage their self-care and good hygiene. They make healthy choices about what to eat and drink. Children relish regular outdoor and active play. They move with balance and control on a range of equipment. Children behave safely and sensibly. They help staff to tidy away toys and sweep up at the end of a session. Children safely use tools and utensils and learn how to manage risks during more challenging activities.

Outcomes for children are good

Children make good progress and are well prepared for starting school. They are keen to join in, concentrate well and imaginatively express themselves. Children accurately count and compare numbers and recognise colours, shapes and sizes in different contexts. They use a range of tools to form recognizable shapes and features when drawing and making marks. Children listen carefully and contribute well to stories, songs and rhymes.

Setting details

Unique reference number	EY488079
Local authority	Herefordshire
Inspection number	1013150
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	24
Number of children on roll	58
Name of registered person	Canon Pyon Kids & Capers Limited
Registered person unique reference number	RP534512
Date of previous inspection	Not applicable
Telephone number	01432 830334

Pippins Pre-School & Kids Club was registered in 2015. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 or 3. The pre-school opens from Monday to Friday, during term time, with sessions provided in school holidays subject to demand. Sessions are from 8am until 5.45pm. The pre-school provides funded early education for two-, three- and four-year-old children. There are close links with the school where the pre-school is located.

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