

Little Pippins Preschool

Little Pippins Preschool, Pen Close, SWINDON, SN25 3LW



Inspection date	15 June 2017
Previous inspection date	22 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Leaders monitor and track children's learning closely. They help staff provide one-to-one support for all children who require extra input or who have special educational needs and/or disabilities. This helps ensure outcomes for all children are good.
- Staff attend a variety of training events to enrich their knowledge. In addition, the manager completes sessions with staff to support their continued professional development. They have used these opportunities well to enhance their partnerships with other professionals and the support offered to families.
- Staff accurately assess children's achievements. They carry out regular observations to find out what children can do, and use this information to plan for their future learning.
- Partnerships with parents are strong and help to ensure consistency for children. Parents have constant access to children's development records and regularly share information with their children's key person.
- Children behave well. Staff are good role models for children. For example, they use resources, such as sand timers, to help children understand about fairness and taking turns.

It is not yet outstanding because:

- Staff miss opportunities to support all children to understand what is expected of them during changes in the routine and activities, to allow them to end their play.
- At times, staff complete tasks for children rather than encouraging them to do things for themselves to help develop their independence skills to the highest levels.

What the setting needs to do to improve further

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

- provide clear messages to help children understand when there is to be a change in activities, so they can finish what they are doing and end their play for themselves
- extend the opportunities for children to do things for themselves and become more independent.

Inspection activities

- The inspector observed the activities and the quality of teaching throughout the setting.
- The inspector held discussions with the leadership team, and spoke with children and staff, at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including staff suitability checks, observations, assessments, planning records and documents linked to checking children's progress.
- The inspector took into account the views of parents spoken to on the day of the inspection and parents' written feedback.
- The inspector conducted a joint observation of staff practice and discussed this with the manager.

Inspector

June Robinson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff attend regular training and are clear about their role in protecting children. The manager follows safer recruitment guidelines to ensure new staff are suitable and existing staff remain so. Effective risk assessments support staff well to provide a safe environment. Self-evaluation is successful. Leaders work towards targeted improvements to continually improve outcomes for children. For example, since the previous inspection, leaders have supported the well-qualified staff to enhance children's learning in mathematical and literacy skills. Leaders make good use of information about children's progress to make changes where they identify weaker areas in learning. Leaders use additional funding effectively to ensure any gaps in learning quickly narrow.

Quality of teaching, learning and assessment is good

Staff place a clear focus on supporting children to develop early literacy skills. For example, they support younger children well to understand that their marks have meanings. Young children show great curiosity in the written word and ask staff what words say on food packaging in their shop play. Staff play alongside children and engage well in their imaginary play. For instance, they challenge children to think about how they can extend ideas in their play to care for an injured firefighter who needs hospital treatment. Staff support children's communication and language skills effectively. For example, even younger children enjoy taking part in daily early literacy activities. Staff use hand signs to support children's understanding and communication further, putting signs and words together to make short sentences.

Personal development, behaviour and welfare are good

Children are supported well to understand the similarities and differences between themselves and others. For example, staff work in partnerships with parents to create displays and booklets about children's families that they can share with their friends. Staff support children's physical abilities well. For example, children have opportunities to be outdoors on a daily basis and they develop skills of balance and coordination in regular movement and music activities. Children are supported well with the move to the pre-school. For instance, staff visit children and their families in their homes to help children develop secure attachments with their special person from the outset.

Outcomes for children are good

All children make good progress from their starting points. They receive effective support to develop the skills they need for their future learning and the eventual move to school. Children develop their early writing skills well. For example, they form recognisable letters when they write their names. Children develop a good understanding of using technology, such as using remote controls to manoeuvre toys.

Setting details

Unique reference number	EY395963
Local authority	Swindon
Inspection number	1093955
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 - 5
Total number of places	50
Number of children on roll	104
Name of registered person	Little Pippins Pre-School Greenmeadow
Registered person unique reference number	RP520069
Date of previous inspection	22 May 2015
Telephone number	01793495600

Little Pippins Preschool registered in 2009. It operates within the grounds of Greenmeadow Primary School in Swindon. The pre-school is open weekdays from 8.45am to 3.15pm, term time only. The pre-school employs 20 members of staff to work with the children. Of these, one holds early years professional status, three hold relevant qualifications at level 5, 13 hold qualifications at level 3 and a further two hold qualifications at level 2. The pre-school receives funding for the provision of free early years education for children aged two, three and four years.

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