

# Pink Hippo Day Nursery & Pre-School Limited

47 Scalwell Lane, SEATON, Devon, EX12 2DJ



## Inspection date

4 October 2017

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

- Staff skilfully plan a good range of adult-led activities that engages children effectively, broadens their interests and helps them make good progress in all areas. Children benefit from the stimulating learning environments indoors and outdoors. They enjoy being at nursery and show a keen interest in their chosen play.
- Staff work well in partnership with parents to meet children's individual learning needs and provide good continuity of care. This supports parents to be involved in their children's care and learning at the setting and at home.
- Children respond very positively to staff and benefit from their reassuring approach. For example, babies spontaneously cuddle the familiar staff team and older children confidently share their thoughts and ideas with staff. Children settle quickly and easily, develop good self-esteem and show they feel emotionally secure.
- The management team evaluates the setting successfully to identify and address areas for further development. This has led it to review the lunchtime routine, to try to maintain children's focus and lower the noise level during this busy time.

### It is not yet outstanding because:

- At times, staff miss opportunities to extend the learning of all children to help them reach their full potential, with particular regard to children's thinking, self-care and early writing skills, and dexterity.
- The management does not use the detailed data it obtains as well as it could, to fully support staff's professional development, to celebrate their individual strengths and target any weaknesses in teaching more effectively.

## What the setting needs to do to improve further

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

- extend children's learning further, to develop their confidence to solve problems, promote their early writing skills and empower them to manage to do more things for themselves
- make best use of available information to provide more tailored support and coaching for staff, that recognises their individual strengths and targets areas for development more effectively.

### Inspection activities

- The inspector observed children exploring the play areas, and interacting with staff and each other.
- The inspector carried out a joint observation with a manager to evaluate the quality of teaching.
- The inspector spoke with children, their parents and staff to take account of their views.
- The inspector held a meeting with the management at an appropriate time during the inspection.
- The inspector sampled a range of documentation, including children's learning records, staff training certificates and improvement action plans.

### Inspector

Sarah Madge

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and all staff are clear about the signs that would raise concerns about a child's welfare and know how to refer these to the relevant agencies. Staff regularly attend training to improve their knowledge and skills. This has helped them gain a greater insight into how babies learn, to enable them to plan and provide more meaningful learning opportunities for the youngest children. The management team monitors children's progress effectively to identify any patterns or gaps in learning and plan to address these. For example, it has successfully developed the mathematics programme to improve children's understanding of numbers and counting.

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

Staff use assessments of children well to plan challenging activities that broaden children's interests and develop their skills. For example, they use good vocabulary to teach children new words, such as 'astronaut', as they help children make rockets and spaceships to learn about space. Staff routinely and skilfully support children's communication. For instance, they model clear and simple words for babies, who often repeat these back, and initiate detailed conversations with toddlers and older children. Children are motivated to explore and investigate. For example, older children excitedly pour water down guttering and race to beat it to the bottom, to catch it in a pot as it trickles out of the end. They proudly inform staff of this achievement and repeat the game with friends to share their experience.

### Personal development, behaviour and welfare are good

Children move confidently about the play space and freely choose activities and resources that follow their own interests. For instance, older children aim carefully as they choose to kick balls to each other. Children are kind, develop good friendships and play well together. Older children proudly 'high five' each other without prompt from staff to celebrate their own efforts. Staff effectively manage children's behaviour. For example, they provide enough resources so younger children do not need to wait for their turn, and distract babies successfully when they try to take a toy from another child. Staff promote children's health well, such as reminding them to drink lots of water and providing ample opportunities for them to play in the fresh air.

### Outcomes for children are good

Children demonstrate a good attitude to learning, in preparation for starting school. They are eager to explore and take part in activities. 'Special helpers' are keen to carry out their extra responsibilities, such as preparing snacks for their friends, and babies use cutlery to feed themselves, which all support their independence. Toddlers and older children gain control as they learn to hold and use scissors effectively. Babies develop strength and balance as they crawl between the toys and negotiate slopes and steps. All children become confident communicators, concentrate well and listen attentively.

## Setting details

<b>Unique reference number</b>	EY489868
<b>Local authority</b>	Devon
<b>Inspection number</b>	1021942
<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>	40
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Pink Hippo Day Nursery & Pre-School Limited
<b>Registered person unique reference number</b>	RP907386
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0129723535

Pink Hippo Day Nursery & Pre-School Limited re-registered in 2015 as a limited company, having initially registered at the current site in 2011. It is open Monday to Friday from 8am to 6pm, all year round. There are 14 members of staff employed to work directly with children, including the two managers, one of whom holds a level 3 and the other holds a level 4 qualification. All staff hold relevant qualifications to level 2 or 3. The setting receives funding to provide free early education for children aged two, three and four years.

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