

Pippin Pre-School

Buttercup Road, Stotfold, Hitchin, Hertfordshire, SG5 4PF



Inspection date	13 March 2018
Previous inspection date	12 August 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 have a good understanding of each child and plan activities that reflect their interests and learning needs. Children enjoy their play and make good progress.
- The assistant manager efficiently monitors children's progress and supports staff in addressing any weaker areas and closing gaps in children's learning. For example, they use additional funding well to purchase resources that support children in learning to write.
- Staff work well with parents and offer resources, such as library books, that support them in extending their children's learning at home. Parents report that they appreciate the wide variety of activities staff offer children and the good communication methods they use.
- Children learn to manage their behaviour. They show care and concern for one another and readily take turns and share the resources.
- Staff make good use of any new knowledge gained from training. They have put together resources that help children who have special educational needs and/or disabilities to explore using a range of senses, such as touch, taste and hearing.

It is not yet outstanding because:

- Staff do not consistently extend the opportunities to support children in fully developing their skills in working things out and solving problems as they encounter them.
- Staff do not always make the best use of the daily routines and large-group times to fully promote and extend children's development.

What the setting needs to do to improve further

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

- enhance the opportunities for children to develop their skills in solving the problems they encounter during their play and discussions
- help staff to make the best possible use of the daily routines and group times to fully promote and extend children's development.

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 talked with children and staff at appropriate times throughout the inspection. She completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager (who is also the nominated person) and the assistant manager. She looked at relevant documentation, discussed the pre-school's self-evaluation and saw evidence of the suitability of staff and committee members.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Kelly-Anne Eyre

Inspection findings

Effectiveness of the leadership and management is good

The manager and assistant manager make good use of their qualifications and offer staff practical and effective supervision that aids them in developing their practice. Staff work well with other childcare providers and professionals so that children's needs are understood and consistently met. Arrangements for safeguarding are effective. Managers ensure that staff keep up to date with local procedures and national initiatives, and understand how to report any concerns. Robust recruitment procedures and regular checks to ensure the ongoing suitability of staff, further promote children's safety and welfare. Correct ratios are maintained and there are effective procedures to ensure that there is an appropriately qualified designated staff member to act as deputy manager in the manager's absence. The manager ensures that the building is clean at all times. She conscientiously reviews the pre-school's practice and makes relevant improvements.

Quality of teaching, learning and assessment is good

Children participate in activities that capture their interest and help to promote their ability to observe and explore. They observe eggs in an incubator and eagerly watch as the ducklings hatch. Children go on to look at associated books and experiment as they use different materials to make nests. Children enjoy interesting opportunities that support them in learning to use information technology. For example, they competently use touch screens and understand how to select and use different computer programs. Children develop a good understanding of the daily uses of mathematics. For example, they vote for the book they would like staff to read by placing plastic bricks on their selection. Children eagerly count the bricks and work out which book is the favourite. Children attending out-of-school care have balanced opportunities to relax and to engage in a variety of activities that supports their formal learning.

Personal development, behaviour and welfare are good

Staff make good use of the key-person system to work with parents. They meet regularly with parents and this supports staff in maintaining a thorough understanding of children's needs. Children settle well and build warm relationships with their key person. They enjoy sharing their achievements and children eagerly celebrate these together, offering one another praise and encouragement. This helps build their self-esteem and aids them in developing positive outlooks. Children's physical development is promoted and they gain a good understanding of safety. For example, they balance and climb on large play equipment and make informed judgements about how far they can climb or reach.

Outcomes for children are good

All children make good progress from their starting points and develop the skills they need for school. Children enjoy small-group activities, where they use new vocabulary and learn how to communicate with individuals and in groups. They refer to picture prompts to aid their communication. This particularly helps children who have special educational needs and/or disabilities and those who speak English as an additional language and they develop good communication and social skills.

Setting details

Unique reference number	EY437997
Local authority	Central Bedfordshire
Inspection number	1132365
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 - 9
Total number of places	60
Number of children on roll	236
Name of registered person	Pippin Playgroup Committee
Registered person unique reference number	RP908654
Date of previous inspection	12 August 2013
Telephone number	01462 834897

Pippin Pre-School registered in 2011. The pre-school employs 26 members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 and 16 hold qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until midday and from 12.45pm until 3.15pm, with the option of a lunch club in between. There is also a breakfast club from 7.30am until 9am and after-school club from 3.30pm until 6pm. Additionally, holiday care is offered during each school holiday and these sessions are from 7.45am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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