

Pippins Preschool (Cambridgeshire)

Lynton Way, Sawston, Cambridge, CB22 3EA



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| Inspection date | 16 March 2018 |
| Previous inspection date | 14 October 2014 |

| 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

- Staff know the children well and have warm and positive relationships with them. Children settle well at pre-school and are eager to play and learn.
- Support for children who have special educational needs (SEN) and/or disabilities is very effective. Skilled staff work closely with parents and other professionals to give children the support they need. All children, including those receiving extra funding, make good progress from their starting points.
- Parents speak warmly of the staff and say they have a genuine interest in their children. They receive good information about their children's development and well-being.
- Children have daily opportunities to experience fresh air and exercise. They practise their physical skills as they climb on equipment and use sit-and-ride cars.
- Managers and staff work well together to provide children with a safe and welcoming environment. They have a clear understanding of what needs to be done to enhance the provision. Feedback from parents and children is used effectively to plan for improvements.

It is not yet outstanding because:

- At times, staff miss opportunities to help children learn more about some aspects of mathematics, such as weight, measure and quantity.
- Staff do not consistently motivate and challenge the most able children to extend their capabilities.

What the setting needs to do to improve further

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

- enhance the teaching of mathematics to help children broaden their understanding of weight, measure and quantity
- make the most of all opportunities to motivate and challenge the most able children to extend their capabilities.

Inspection activities

- The inspector observed children and their interactions with staff. She evaluated the quality of teaching and assessed the impact this has on children's learning.
- The inspector sampled documents, including evidence of suitability checks for staff and committee members, children's records and training information.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to a number of parents and looked at written feedback.
- The inspector had meetings with the manager and the chairperson of the committee. The pre-school's self-evaluation process was looked at and discussed.

Inspector

Veronica Sharpe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff attend regular child protection training. They have a confident understanding of the procedures to follow if there are concerns about children's welfare. Daily risk assessments of the environment help to reduce hazards to children. Staff deploy themselves well to keep children supervised and safe. Managers implement thorough recruitment procedures to establish staff's suitability to work with children. The management team supports staff well to increase their knowledge. A concerted programme of qualification training is underway to help staff to improve the outcomes for children. Staff apply their learning well as, for example, they help children who have SEN and/or disabilities communicate by using visual cards.

Quality of teaching, learning and assessment is good

Staff know the children and promote their learning well. They provide children with an enjoyable and stimulating learning environment indoors and outside. Children have good opportunities to choose books independently and they eagerly listen to stories. They sing familiar songs with energy and move enthusiastically to music. Staff support children's speaking skills effectively. They engage children in conversations and encourage them to talk about their activities. Children develop their muscle control. They squeeze play dough and help to knead dough for Irish soda bread. Staff competently observe and assess the progress children make in their learning. They quickly identify any who need extra help and work well with parents to help them support children's learning at home.

Personal development, behaviour and welfare are good

Children demonstrate good levels of confidence and clearly feel safe and secure. They interact well with staff and welcome their involvement in their games. Staff have fun with the children as, for example, they sing and dance together. Children learn about other communities and festivals. For instance, they listen to the story of Saint Patrick and why his day is celebrated in Ireland. Staff take children for walks and explore the local area. They have good links with the host school, which helps them to support children preparing to move into Reception classes. Staff provide children with consistent boundaries and explain their expectations for good behaviour. Children behave well and know how to share their toys.

Outcomes for children are good

Children develop the skills they need for their future learning. Children make marks with enthusiasm. Older children write their names and recognise familiar letters and the sounds they represent. Younger children develop their physical control as they paint fences and walls with water. Children develop practical skills, such as taking off their coats and finding their belongings. They learn to operate cameras and take photographs of their activities with tablets.

Setting details

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| Unique reference number | EY333805 |
| Local authority | Cambridgeshire |
| Inspection number | 1104487 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 28 |
| Number of children on roll | 56 |
| Name of registered person | Pippins Preschool (Cambridgeshire) Committee |
| Registered person unique reference number | RP909871 |
| Date of previous inspection | 14 October 2014 |
| Telephone number | 01223 833 248 |

Pippins Preschool (Cambridgeshire) registered in 2006 and is managed by a voluntary committee. The pre-school employs 10 members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and 3. Three members of staff are working towards appropriate qualifications. The pre-school opens Monday to Friday during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education places for two-, three- and four-year-old children.

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