

# Pippins Pre-School

Appleshaw Village Hall, Appleshaw, Nr Andover, Hampshire, SP11 9HY



## Inspection date

25 June 2018

Previous inspection date

13 July 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff are not confident in using the new system to assess children's learning. As a result, some of the assessments they have made are not accurate.
- Leaders are at an early stage of comparing how well all groups of children who attend the pre-school are progressing. This means that any differences in attainment between groups of children such as boys and girls, are not identified or addressed.
- Newly implemented staff supervisions are not being used effectively to improve the quality of teaching to make sure it is consistently of a good standard.
- The organisation of large group times does not always meet children's individual needs. As a result, some children's negative behaviour impacts on other's learning.

### It has the following strengths

- Leaders have a clear understanding of what needs to be improved. They have detailed action plans in place to support the required developments. Some weaknesses have already been identified and appropriate action taken.
- Parents praise the pre-school and report their children enjoy the time they spend there. They have noticed positive improvements since the recent changes in the leadership and staff team.
- Staff are supportive and nurturing and have established positive relationships with children and their parents.
- There are effective systems in place to support children who have special education needs or disabilities and for children who receive additional funding.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	<b>Due Date</b>
■ improve staff understanding of the assessment system to ensure that they make precise assessments of what children can do and need to learn next	03/08/2018
■ continue to develop the arrangements for monitoring children's progress; to include how well different groups of children are achieving, in order to identify and close any achievement gaps	03/08/2018
■ enhance the arrangements for staff supervision to include the monitoring of practice, so that weaknesses are identified and support is targeted to raise the quality of teaching to a good standard	03/08/2018
■ review the organisation of large group times to ensure that it meets the needs of all children.	28/09/2018

## Inspection activities

- The inspector observed the quality of teaching and support for children's learning both indoors and outdoors.
- The inspector assessed how well leaders and staff understand and implement nursery policies, and how they monitor children's learning.
- The inspector carried out a joint observation to assess how well leaders monitor the quality of teaching.
- The inspector looked at a sample of documents, including children's records, safeguarding records and staff training certificates.
- The inspector talked to parents, staff and children during the inspection and took their views into account.

## Inspector

Teresa Newman

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. There are secure procedures in place to make sure that staff are suitable to work with children. Staff understand their responsibility to keep children safe and know how to report concerns about a child's well-being. Leaders show a commitment to improving the quality of the provision. Staff have recently attended training to improve the support they offer children who have special educational needs or disabilities. As a result, staff now work closely with other agencies to support children's individual needs and offer targeted support. Additional funding for disadvantaged children has been used well to support their personal and emotional development. However, insufficient priority has been placed on monitoring the quality of teaching and learning for all children. As a result, gaps in teaching have not been identified quickly enough to ensure that all children make good progress in their learning.

### Quality of teaching, learning and assessment requires improvement

Staff complete regular observations of what the children can do and need to learn next. However, these are not always accurate and this limits children's progress. Nevertheless, children arrive at pre-school confidently, keen to engage in play. They enjoy exploring the texture of dough. Young children confidently use tools and their imaginations to make ice creams for their friends, for example. Most staff promote children's language skills well. They introduce new vocabulary during children's play. Staff share books with children who eagerly join in with the familiar stories. Children enjoy playing outside, they laugh and sing as they use paint brushes and water to make marks. Staff support children's mathematical development well through the daily routine. For example, they count chairs, sing number songs and estimate how many bricks are in their tower.

### Personal development, behaviour and welfare require improvement

At times, during larger group time, some children lose interest and become disruptive. This is because some staff do not always notice when individual children need further help during adult-led activities. Staff work well with parents and outside agencies. They develop plans for children who are starting to learn to control their own behaviour. Staff act as positive role models. Most children understand the rules for the pre-school, such as 'kind hands' and 'walking feet'. Children learn how to keep safe when outside, as together they explore how to cross the road safely. Staff create a welcoming environment. Children develop close friendships with their peers and excitedly greet them as they arrive. Staff praise children for their achievements. This helps children to develop a positive self-esteem. Children are beginning to learn about their local community, talking about the recent local police officers' visit, for example.

### Outcomes for children require improvement

Weaknesses in some areas of teaching mean that not all children are making good progress. Children are keen to join in activities, but sometimes leave them quickly, as there are not enough resources to sustain their interest. Children are becoming independent. Older children are learning how to take off and put on their own shoes as they play in the sand pit.

## Setting details

<b>Unique reference number</b>	511676
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1125506
<b>Type of provision</b>	Sessional 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>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Pippins Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP901979
<b>Date of previous inspection</b>	13 July 2015
<b>Telephone number</b>	07798566242

Pippins Pre-school registered in 1996. It operates from the village hall in Appleshaw, near Andover. The setting is open on Monday and Thursday from 9am to 3pm, and on Tuesday, Wednesday and Friday from 9am to 1.15pm. There are five staff members working with the children. Of these, three hold relevant qualifications at level 3 and above. The setting is in receipt of government funding for early years education for two, three and four-year-old children.

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