

# Pippins Pre-School

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



<b>Inspection date</b>	27 March 2019
Previous inspection date	25 June 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Leadership and management are weak. The action taken since the last inspection to improve the quality of teaching and learning has not been effective. Groups of children, including those for whom the setting receives additional funding, do not make the progress they should, which has an impact on their readiness for school.
- Staff do not understand how to manage children's behaviour and well-being effectively. They do not consistently reinforce strategies to help children manage their feelings or help them feel emotionally secure. Some children do not settle well.
- The committee, which is the registered provider, does not monitor staff's performance, including teaching, sufficiently or take decisive action to address weaknesses. Teaching does not meet the individual needs of the children, and staff do not help children to build consistently on what they already know and can do.
- The committee is in breach of the qualifications requirements. It fails to ensure that there is a member of staff with a valid level 3 qualification working with the children at all times.
- Staff do not take account of children's different abilities when planning activities. Children do not engage well in the activities provided and quickly lose interest. They fail to make good progress in their learning.

### It has the following strengths

- Children receive some basic learning opportunities to support their readiness for school, such as putting on their own coats and wellies for outdoor play.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve staff's understanding of how to manage children's behaviour in an appropriate way and ensure that they provide children with clear and consistent messages about behaviour expectations and boundaries	05/06/2019
ensure systems for managing staff's performance identify precisely what staff need to do to improve their personal effectiveness and that effective action is taken to ensure that teaching improves	05/06/2019
ensure that the qualifications requirements are met at all times	05/06/2019
improve the quality of teaching in order to address any emerging gaps in children's learning, especially for children accessing funding for two-year-olds, those who qualify for the early years pupil premium and children in need of additional support for their personal and social development, to ensure they make good progress	05/06/2019
plan more effectively to meet children's needs; provide activities that are inclusive, which take account of children's interests and abilities and encourage children to sustain their concentration and help them develop motivation for learning.	05/06/2019

### Inspection activities

- The inspector observed children's play during indoor and outdoor activities.
- The inspector looked at a sample of documentation, including staff's suitability checks, incident records and training records.
- The inspector spoke with the staff, children and parents at appropriate times during the inspection. The inspector held a meeting with representatives from the committee, the local authority inclusion manager and the manager.
- The inspector conducted a joint observation of an adult-led, planned activity and discussed and observed the quality of teaching with the manager.

**Inspector**  
Melissa Cox

## Inspection findings

### Effectiveness of leadership and management is inadequate

There have been significant changes since the last inspection, including a reduction in the number of staff available to work with the children. The committee has not sufficiently evaluated the effectiveness of these changes. This has led to a decline in the quality of teaching, planning and general organisation, which has a considerable impact on children's progress and well-being. In addition, a failure to robustly check the validity of staff's qualifications at recruitment has led to a breach in the qualification requirements. This oversight means that in the absence of the manager, there is not a member of staff on site who holds a minimum of a level 3 qualification, as required, and there are insufficient numbers of staff who hold a full and relevant qualification at level 2. Despite these weaknesses, the new manager has made some improvements. For example, staff identify children's next steps in learning accurately, although weaknesses in how staff use what they know about children's learning remain. Induction and supervision arrangements are in place for all staff, but the committee does not take effective action to address weaknesses in staff's performance. This has led to staff's overall practice being ineffective in meeting children's learning and development needs. The manager successfully monitors differences in children's learning but does not address these quickly enough. The committee has not monitored staff's use of the early years pupil premium funding. This has not been used well to provide additional support for children who are eligible. Consequently, their progress is limited and gaps in learning are widening over time. Safeguarding is effective. Staff show a suitable awareness of working in partnership with other agencies to ensure children's welfare and safety. They know what action to take should they have a concern about a child or the behaviour of another adult. Partnerships with parents support children's care needs.

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

Despite some staff being qualified, teaching is not of a high standard to help children make good progress in their learning and development. Some staff do not display enthusiasm to help children learn new skills, and staff do not interact and engage effectively with the children. For example, during a focus activity, staff fail to adapt their interactions to suit the older and younger children present. Older children quickly become bored and their behaviour declines, while younger children move away as the instructions are too complicated for them to understand. Planning for children's individual needs is weak, lacks appropriate challenge and does not capture or build on children's interests enough. For example, staff set out a wide range of toys at the start of the day, but do not react when they observe children wandering around the room unengaged. During these times, children's behaviour deteriorates due to their lack of something interesting to do.

### Personal development, behaviour and welfare are inadequate

Weaknesses in teaching and behaviour management have an impact on children's mental and emotional well-being. Despite recent training in behaviour management, staff do not support children to manage their feelings successfully. They do not consistently promote their expectations for behaviour or support children to understand these in line with their age and understanding. On occasions, they leave unsafe

behaviours unchallenged, for example, when children climb up and balance on top of the wooden play kitchen units. In addition, weaknesses in planning adversely affect children's level of motivation and some children wander aimlessly around the room, hide under tables and fail to engage positively with each other. Children have some opportunities to develop and improve their independence skills, including cutting up vegetables at snack time for their friends. However, these opportunities are not inclusive for all children. For example, staff turn some children away and tell them that they cannot join in despite there being enough space to accommodate them. Children have daily opportunities to play outside on the large field, but their play is not well managed as staff plan whole-group games with rules that are too complicated for some children, including the very youngest, to follow. This limits their enjoyment of outdoor play, especially as staff do not plan an alternative activity and children are made to join in.

### **Outcomes for children are inadequate**

The weaknesses in teaching limit the progress children make and result in poor outcomes for children. Some older children do not experience enough challenge in their play, which prevents them from making the progress they are capable of. They do not sustain their concentration at activities and some lack the motivation to learn. Younger children play happily on their own, but do not benefit from support to build their emerging communication skills. Children are not making expected progress in their personal development and do not develop the necessary confidence, understanding of boundaries or required social skills in readiness for school.

## Setting details

<b>Unique reference number</b>	511676
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10085051
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	17
<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>	25 June 2018
<b>Telephone number</b>	07798566242

Pippins Pre-School registered in 1996. It operates from the village hall in Appleshaw, near Andover. The pre-school is open Monday to Thursday from 9am to 3pm, and on a Friday from 9am to 1.15pm, term time only. There are three staff members working with the children. Of these, one holds a relevant qualification at level 6 and one holds a qualification at level 2. The setting is in receipt of government funding for early years education for two-, three- and four-year-old children.

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