

Inspection of Pippins Pre-School And Nursery

Church View, Union Road, Crediton EX17 3AL

Inspection date: 5 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children receive good-quality care and education. Staff work closely with parents to regularly share information about children's progress. They provide activities parents can do at home to support children's learning further. Children are well behaved and build good relationships with staff and the other children. They share and take turns, and older children help the younger children to remember the simple rules.

Children show good levels of independence from an early age. Babies and toddlers feel safe and secure. They enjoy exploring and investigating lots of resources, including natural wood, alongside their key person. Older children enjoy a game finding objects and learning about the sounds and letters they start with. All children clearly enjoy outdoor play. They move confidently around the well-resourced environment, making independent choices in their play. Several children are fascinated when they put cars down guttering and pipes, seeing how far they travel after they come out.

Children are well prepared for the next stage in their learning or the move to school. Staff support children well as they move on in their learning. They liaise closely with the local schools to ensure they teach children the relevant skills they need in preparation for the move to school. For example, children learn to do 'smart sitting' and become confident and independent learners.

What does the early years setting do well and what does it need to do better?

- Staff know their key children particularly well. This enables staff to use the information about what children know and can do to effectively plan the next steps in their learning. Staff confidently adapt the activities and tailor them to each individual child, taking into account their interests. For example, younger children thoroughly enjoy exploring ice and investigating what happens to the paint, lentils and celery that are in each block of ice. Children make good progress in all areas of their learning.
- Management provides good levels of support to staff to ensure they keep up to date with their knowledge and skills and to ensure their well-being. Staff complete well-being questionnaires and have time away from the children to complete their observations and assessments, which allows them to be more focused when working directly with the children.
- Children with special educational needs and/or disabilities (SEND) are particularly well supported. This is confirmed by parents, who report that their children have made fantastic progress. They talk about how well staff work with other agencies, such as portage and physiotherapists, to fully support children in their carer and learning. Children with SEND make good progress given their

starting points.

- Children's physical development is particularly well supported. Staff have incorporated ideas from the local schools to increase children's physical skills in preparation for early writing. Children play with dough as they listen to music and learn to make specific movements with their arms to support their muscle development.
- There is strong leadership in the setting from the trustees and the manager and deputy. Staff feel valued and supported. They have regular supervision sessions where they meet with management on a one-to-one basis to discuss training needs in order to raise the quality of teaching.
- In general, the nursery routines and grouping of the children work well and staff promote positive behaviour. Children behave well and listen to and follow instructions. However, on occasions, staff do not always think about how they can support children even further. For example, children sit in a large group and have to wait long periods for their turn and sometimes lose focus.
- On occasions, staff do not consistently support children who are learning English as an additional language. For example, some staff ask parents for familiar words in the child's home language and others do not. This means that at times children across the nursery have different experiences.
- Management and staff use effective methods to monitor and evaluate the whole of the provision, considering the views of parents and children. For instance, after feedback from some parents, staff have changed the sleep policy to take account of their requests.

Safeguarding

The arrangements for safeguarding are effective.

There are highly effective policies and procedures in place. Staff follow these and are alert to and respond swiftly to any concerns about a child's welfare. The trustees play an active part and undertake safeguarding audits to ensure that safeguarding children remains a high priority. Following the trustees' involvement, they have adapted some of the policies, such as those relating to mobile phones, and revised how they ensure staff's ongoing suitability. All staff are required to regularly update their training to keep their knowledge and skills up to date.

What does the setting need to do to improve?

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

- review the organisation of large-group times and the daily routines to make sure all children are engaged and motivated
- develop a consistent approach to supporting children who are learning English as an additional language, to enable them to feel valued and supported.

Setting details

Unique reference number	EY483406
Local authority	Devon
Inspection number	10076344
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	32
Number of children on roll	64
Name of registered person	Pippins Pre School (Crediton)
Registered person unique reference number	RP534131
Telephone number	01363 772 474
Date of previous inspection	25 April 2016

Information about this early years setting

Pippins Pre-School And Nursery registered at its current premises in 2014 and is situated in Crediton, Devon. The pre-school is open from 8am to 6pm on weekdays, all year round. It is in receipt of funding for nursery education for children aged two, three and four years. There are 18 members of staff working directly with children. Of these, 14 hold appropriate qualifications to at least level 2. The manager holds a relevant level 5 qualification.

Information about this inspection

Inspector

Lorraine Sparey

Inspection activities

- The inspector carried out a joint observation with the manager and discussed the findings.
- The inspector spoke to parents to gain their views.
- The inspector spoke with staff and children throughout the inspection.
- The inspector spoke with the trustee responsible for safeguarding.
- The inspector viewed documentation such as self-evaluation, staff records and safeguarding policies and procedures.
- The inspector completed a learning walk with the manager and deputy and discussed how they implement the curriculum to support the children attending with their learning and development.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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