

# Inspection of Pippins Pre-School & Kids Club

Canon Pyon CE Academy, Canon Pyon, HEREFORD HR4 8PF

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Inspection date: 12 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Staff provide children with a wide range of enjoyable play activities around all areas of learning. Children are happy, confident and motivated to learn. They enthusiastically manipulate dough and use tools to cut and make shapes. Young children are focused and show high levels of concentration as they make a 'happy face'. Staff promote children's communication and language skills effectively, sounding out new words such as 'flat'. Children develop their vocabulary, using descriptive words such as 'round' when referring to a circle. They are proud of their achievements and tell staff 'look it's Grandma'. Children think and predict as they build tall towers. They identify solutions to problems. For example, children carefully add a piece of the dough to attach the last piece of the tower so that it does not fall. Children concentrate as they engage in small-group activities. They practise writing letters of their name and play matching and sorting games. Staff model a love of books and read lots of stories to children throughout the day. Children listen attentively and respond, imitating the sounds the animals make. They extend their learning, suggesting they sing about 'Old MacDonald'. Staff support children's mathematical development well. Children count the beads as they place them in weighing scales, trying to make them balance. Staff ask questions to provoke children's thinking skills. For example, they ask if they need 'more' or 'less' beads.

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

- Children are settled and have fun. The pre-school is clean and bright. A wide range of good-quality resources, toys and equipment are available indoors and outside.
- Staff are good role models and responsive to the needs of each child. Children demonstrate that they feel safe and secure. They seek comfort when they are tired or upset.
- Overall, children behave well. They are developing an understanding of their feelings and learn to take turns and share. However, on occasions, staff do not consistently provide children with clear enough guidance of expectations for their behaviour.
- The experienced manager and team are dedicated to their roles. Staff morale is high and they work extremely well together to provide high-quality, inclusive care and education for all. The manager supports her staff well. Staff are keen to continually improve their knowledge and skills. For example, they have recently completed training to further support children's communication and language skills.
- Staff have a sound knowledge of the curriculum. They make regular assessments of what children know and can do. Staff use this information to plan interesting and challenging experiences to move children forward in their

learning. Children make good progress and develop the key skills that they need to be ready for the next stage of their learning and the move to school.

- Staff provide children with healthy meals and snacks. They adopt good hygiene routines. Children's independence is promoted well. They pour their own drinks at snack time and put on their wellies ready to go outside.
- Children have lots of opportunities to play outside in the fresh air and be physically active. Staff take them for walks to the orchard to pick berries and collect apples. Children learn to manage their own safety and take appropriate risks as they climb and jump off small tree stumps.
- Staff share information with parents in a range of ways. They support parents to continue their children's learning at home. For example, staff recently made story sacks for parents to borrow so they can engage their children in reading activities at home.
- Staff do not always plan enough experiences to help children develop an understanding and appreciation of diversity within their community and gain even more awareness of what makes them unique.

## **Safeguarding**

The arrangements for safeguarding are effective.

A secure entry system is in place and staff monitor access to the pre-school. Children are well supervised throughout the day. Staff carry out daily checks to make sure resources are fit for purpose and children play in a safe environment. Robust recruitment arrangements ensure staff are suitable for their roles and understand their responsibilities. Staff have a robust understanding of safeguarding and child protection procedures. They know how to recognise and promptly respond to any potential concerns about a child's well-being. Staff keep their knowledge up to date by accessing regular training.

## **What does the setting need to do to improve?**

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

- provide children with even more consistent and clear guidance of expectations for their behaviour and conduct
- plan even more experiences for children to develop an understanding and appreciation of diversity and gain an even better awareness of what makes them unique.

## Setting details

<b>Unique reference number</b>	EY488079
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	10076461
<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>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Canon Pyon Kids & Capers Limited
<b>Registered person unique reference number</b>	RP534512
<b>Telephone number</b>	01432 830334
<b>Date of previous inspection</b>	4 July 2016

## Information about this early years setting

Pippins Pre-School & Kids Club registered in 2015. The pre-school employs three members of childcare staff. Of these, all hold appropriate early years qualifications at least level 3. The pre-school opens from Monday to Friday, during term time, with sessions provided in school holidays subject to demand. Sessions are from 8.45am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Tina Smith

## Inspection activities

- The inspector completed a learning walk and evaluated an activity with the manager to understand how the early years provision and the curriculum are organised.
- She observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector spoke to children and parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and checked evidence of the suitability of all those working in the pre-school.

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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