

Inspection of Pippa's Group

Landport Community Hub, Landport Road, LEWES, East Sussex BN7 2SU

Inspection date: 11 December 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy their time within the vibrant and interesting learning environment. They arrive with enthusiasm, settling quickly as they self-select activities on offer and engage in play. Staff know their key children well and plan effective next steps to support future learning. Children with special educational needs and/or disabilities are supported by the special educational needs coordinator, who has developed strong links with outside professionals to ensure early intervention. All children make good progress from their starting points.

Children have good relationships with the staff, happily playing alongside them. Children feel safe, secure and are well cared for.

Overall teaching is good. Staff repeat back words and extend children's sentences when they talk to the children. This supports children to develop their language skills. Staff promote mathematics as part of play and everyday routines. For example, children count plastic bugs into pots, work out which set of magnetic shapes have more or less, and compare their wellington boot size to their shoe to explore size.

Children flourish as they enjoy trips to the local forest. They delight in learning about nature and the world around them. Children build their confidence as they climb trees. They develop skills of perseverance as they try hard to light the flint to make a spark for the fire, under the vigilant supervision of staff.

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

- The committee and the manager have a vision for improvement. They use their self-evaluation procedures well to identify areas for development and put plans in place to enhance the experiences for children. For example, they identify that children do not always have opportunities at home to be physical, and therefore use pupil premium funding to include a forest school approach as part of their curriculum.
- The manager has recently reflected on the supervision process and has made it even more supportive. The manager understands the importance of training and how it helps to raise the overall quality of education. However, she does not always precisely plan the training needed for staff to ensure the quality of their teaching skills is further developed.
- Staff plan a range of activities that are based around children's interests. They play alongside children and engage with them well to support their growing curiosity. For instance, staff join in with children as they use magnifying glasses to look for minibeasts under logs. However, staff do not always adapt activities effectively enough to build on what children already know and can do.

Consequently, children are not offered the highest possible level of challenge.

- Parents talk positively about the nursery, commenting on how their children have 'grown in confidence'. Staff share information with parents about their children's development and provide ideas that they can use at home to support their children's next steps.
- Children learn about healthy food. The manager has been proactive in identifying that, in the past, children have not always had healthy lunch boxes. As a consequence, the manager has introduced a new initiative. For instance, children cook healthy hot food at lunchtime with staff, as they discuss healthy food choices.
- The outside area is accessible to children throughout the day. Children freely choose when they want to go outside and enjoy fresh air to support their health. For example, children ride along on scooters, using their large movements.
- Staff act as good role models, offering praise and encouragement. They teach children good manners and good hygiene routines. For example, children are polite and say 'thank you' at appropriate times to staff.
- The manager and staff place strong emphasis on supporting children to be independent. For instance, children help to clean the lunch table, wash their hands and put on their own coats and wellington boots before going outside.

Safeguarding

The arrangements for safeguarding are effective.

The manager gathers information about children's food allergies and medical conditions when they first start. This helps staff to meet children's good health. The manager and staff know the possible signs of abuse and the procedures to follow should they have a concern relating to a child's welfare, including protecting them from extreme views. Staff have completed recent safeguarding training to keep their knowledge and skills up to date. The manager and committee members have effective systems in place for the recruitment of staff. They have an induction process that helps staff to understand their roles and responsibilities.

What does the setting need to do to improve?

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

- develop the programme of staff training and support to further develop the quality of teaching so that children can make even better progress
- adapt activities appropriately to build on what individual children already know and can do, offering the highest level of challenge.

Setting details

Unique reference number	EY551003
Local authority	East Sussex
Inspection number	10130755
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	20
Number of children on roll	32
Name of registered person	Pippa's Group Committee
Registered person unique reference number	RP910751
Telephone number	01273 483992
Date of previous inspection	Not applicable

Information about this early years setting

Pippa's Group registered in 2017. It operates from within Landport Community Hub, in Lewes, East Sussex. It is open term time only on weekdays from 8.30am until 3.30pm. There are seven members of staff. Of these, one holds a level 6 qualification and six hold an appropriate early years qualification at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Adam Hawes

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- Discussions were held with the manager, staff and parents.
- The inspector reviewed relevant statutory documentation, staff's qualifications and the policies used by the setting.
- A joint observation was carried out by the inspector and the manager of an adult-led activity.
- The inspector and the manager completed a learning walk and discussed the curriculum intent.

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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