

Inspection of Pippa's Barn Preschool

Manor Farm Estate, Burford Road, Lechlade GL7 3EX

Inspection date: 27 August 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 are extremely happy and contented in the pre-school. They show amazing consideration towards each other and the adults. They share the toys and resources well and are highly motivated to join in with different activities. Children benefit from extensive outdoor play spaces with plenty of resources to support their learning and development. They excitedly look for buried 'treasure' in the sand pit. They compare the size of the 'treasure' using descriptive language, such as bigger, smaller, longer and shorter. Older children show their mathematical skills as they count the pieces of 'treasure' reliably from one to 19 and know that the next piece they find makes 20.

Younger children use their imaginations as they play with the baby dolls. Staff encourage them to keep trying as they put on the dolls' clothes. Children proudly show how they have helped to fasten the poppers when they dress the doll. Indoors, the play spaces have been organised so children can access the toys and resources they want to use. Children enjoy drawing on the white board with coloured pens. They call staff over to see the circles they have drawn, receiving praise for their efforts. Children have the chance to join in different activities, such as building with blocks, listening to stories and playing hide and seek together. They are developing the skills they need for their future learning.

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

- The owner/manager encourages staff to reflect on practice. She ensures staff have access to opportunities to continue their professional development to improve teaching skills. She has recognised the pressures on staff and children due to the COVID-19 (coronavirus) pandemic. She has provided support for staff's and children's mental health and well-being. These include emotions cards which let children express how they are feeling. Staff provide appropriate support to help children manage emotions and feelings well.
- Parents comment that they really like the facilities and chances for children to be active outdoors. They say that staff take time to get to know children and provide good quality care and education for them. Parents say that children's confidence and communication skills have developed well. Staff share plenty of information with parents to help them support children with what they need to learn next.
- Children behave exceptionally well. They show excellent consideration for others, recognising when their actions may impact on others. For example, when pretending to bathe the dolls, older children say sorry when they take a baby doll out of the toy bath without checking it is all right to do so. They make sure they put it back, telling others they can all join in together. Staff praise the children for good sharing and being kind to each other.
- Activities are planned based on what the staff know children need to learn. For

example, children experiment with filling and emptying containers using pipettes, jugs, and cups. Staff encourage them to use their hands and fingers to squeeze the pipette to fill it up and expel the water. They ask children to compare the volume of water in different containers, deciding when both have the same amount. Children are practising their fine motor skills and developing their mathematical understanding.

- Children recall favourite rhymes and songs. They recognise toys that link to songs about transport, stars and food. Older children show good mathematical skills during a rhyme about frying sausages. They work out that if there are three sausages and 'one goes pop and one goes bang' then they will have only one sausage left.
- Staff talk with children as they play. They offer new words to increase children's vocabulary. However, sometimes, staff expect responses too quickly. They do not provide children with sufficient time to think and respond. For example, staff ask children what they would like to play with, but then choose an activity for them, when children do not answer straight away.
- Staff support children to manage tasks for themselves and talk about how they can help each other. For example, children help set the table for snack and lunch. They ask each other for the water jug and remember to say please and thank you. Outdoors using the slide, children remind each other to wait for friends to move out of the way before sliding down. Children build positive relationships with staff and others.

Safeguarding

The arrangements for safeguarding are effective.

The owner/manager has good procedures for recruitment and ongoing monitoring to make sure staff remain suitable to work with children. She reviews safety measures, including putting in place appropriate adjustments and risk assessments for pregnant staff. Staff have a good understanding of how to keep children safe. They know the possible signs and symptoms that may mean a child is at risk of harm. They know how, when and who to refer to, if they have any concerns about a child's well-being.

What does the setting need to do to improve?

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

- make sure that staff allow children to make choices about what they want to play with and learn, including providing sufficient time for children to think and respond to questions.

Setting details

Unique reference number	EY548794
Local authority	Gloucestershire
Inspection number	10201644
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 at time of inspection	2 to 4
Total number of places	16
Number of children on roll	13
Name of registered person	Walkley, Philippa May
Registered person unique reference number	RP548793
Telephone number	01367252204
Date of previous inspection	Not applicable

Information about this early years setting

Pippa's Barn Preschool re-registered in September 2017. It is privately owned. The pre-school operates from a building on an estate in Lechlade, Gloucestershire. It offers care from 7.30am to 6pm, Monday to Friday, all year round except for a week at Christmas and bank holidays. The owner/manager holds a relevant childcare qualification at level 5. She employs two permanent staff; the room lead who holds qualified teacher status and another member of staff who holds an appropriate childcare qualification at level 2, and is studying for level 3.

Information about this inspection

Inspector

Anita McKelvey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The manager and the inspector completed a learning walk to see how the curriculum is designed to meet the needs of the children.
- The inspector carried out a joint observation with the manager to look at the quality of teaching.
- Parents' views were gathered from speaking with the inspector and through written testimonies.
- Children talked with the inspector about what they enjoy doing and learning at their 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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