

Inspection of Pippins Pre-School

c/o East Markham CP School, Askham Road, East Markham, Newark,
Nottinghamshire NG22 0RG

Inspection date: 21 March 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children enjoy attending this caring, nurturing pre-school, where staff put children at the heart of everything that they do. Children show that they feel safe and secure at the pre-school. They move around the indoor and outdoor areas freely and happily. Children show great pride in what they can do. They ask visitors if they can read a book to them. Four-year-old children read accurately and with animation, demonstrating an excellent start to their literacy skills. Their peers enjoy listening to the story being read by their friend. Parents cannot speak highly enough of the pre-school. They go to great lengths to provide the inspector with written testimonials. Parents give special regard to the care, compassion and knowledge of staff who look after the children.

Children learn in an environment that is warm, inviting and stimulating, this contributes to them being highly engaged in learning and exploring. They learn the meaning of numbers, as they match the number of objects to the written number. Staff challenge children to count as high as they can, they reach 40 with ease. Children's behaviour is good. They play cooperatively with or alongside their peers. For example, a group of children engage in imaginary play with the sand and diggers. They happily talk to one another as they play, engaging in rich conversations.

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

- Staff have worked together for many years. They speak very positively about the relationship the team has. This, in turn, contributes to the good experiences that the children receive. Staff benefit from regular professional development opportunities. For instance, they reflect on the learning environment after attending a course. As a result, they now provide children with items they can use in a variety of ways during their play.
- Staff provide opportunities based on children's interests and what each child needs to learn next. Activities are plentiful and provide children with opportunities to learn about the natural world. For instance, they learn about roots when they plant flowers. Children begin to understand what plants need to grow and thrive.
- Staff encourage children to understand behavioural expectations. They talk to them about the pre-school 'hand rules'. Children know what staff expect of them as they confidently recall the rules with no prompting.
- Staff interactions engage and motivate children. One example of this is when staff encourage children to look at their shadow and copy their movements. However, occasionally, activities do not fully challenge some older, most-able children.
- Staff have good knowledge of how to support children who speak English as an

additional language. For example, they use sign language and picture prompts alongside the spoken word to support language development.

- Staff support children to gain skills they will need for future learning. They encourage children to be independent and to have a go. Staff talk children through how to take off their jumpers. With little to no help, children independently wash their hands in preparation for snack and lunch. This contributes to good health and hygiene.
- Staff value the importance of fresh air and outdoor play. They encourage children to kick and throw balls. Staff blow bubbles for the children to chase. Children instigate a game of 'What's the time Mr Wolf' and frantically run away when they think they are being chased by a wolf. This helps to promote physical skills.
- Staff widen children's experiences and recognise the close link they have with the local community as an asset. For example, children visit a local farm. They learn how to make butter from milk. Children return to pre-school and make their own butter and spread it on their toast at snack time.
- Staff support children to have a good understanding of what helps to keep them safe. For example, staff explain they are going indoors to do the register and they ask, 'why do we need to do the register?' Children reply, 'in case there is a fire'.
- Staff support children to understand similarities and differences and celebrate what makes them unique. Children learn about people's different backgrounds. For example, children bring in photos of themselves dressed in clothes from their own culture. This helps children to develop an understanding of others.

Safeguarding

The arrangements for safeguarding are effective.

The manager has a good understanding of how to safeguard children. She helps staff develop their knowledge through regular discussions and training on safeguarding. Staff know the signs that may suggest a concern about children's welfare. They know the procedures to follow for recording and reporting any concerns, whether regarding children or other staff. During the session, staff are deployed effectively to ensure children are supervised well. This helps to ensure children's safety and welfare. The manager follows effective safer recruitment procedures, when employing new members of staff. She checks the ongoing suitability of staff to ensure they remain suitable to care for children.

What does the setting need to do to improve?

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

- support staff to recognise how to consistently challenge and extend most-able children's knowledge and learning to support them to make the best possible

progress.

Setting details

Unique reference number	EY375409
Local authority	Nottinghamshire County Council
Inspection number	10138660
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	20
Number of children on roll	27
Name of registered person	Pippins Pre-School Committee
Registered person unique reference number	RP522355
Telephone number	07504 266928
Date of previous inspection	21 January 2016

Information about this early years setting

Pippins Pre-School registered in 2008. They operate from the grounds of East Markham County Primary School in East Markham, Nottinghamshire. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above, including one who holds an early years degree. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.30am until 3pm. The pre-school offers wraparound care for the host school children and pre-school children. Breakfast club is 7.30am until 8.30am and the afternoon session is 3pm until 5.45pm. The pre-school provides funded early education for two-, three- and four-year old children.

Information about this inspection

Inspector

Sharon Alleary

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the managers and has taken that into account in their evaluation of the pre-school.
- The two managers and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and outdoors and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents and took account of written feedback offered.

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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