

Inspection of Pippins Preschool (Cambridgeshire)

Lynton Way, Sawston, CAMBRIDGE CB22 3EA

Inspection date: 19 May 2022

Overall effectiveness	Inadequate
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The quality of education	Inadequate
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Behaviour and attitudes	Inadequate
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Personal development	Inadequate
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Leadership and management	Inadequate
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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 inadequate

Children are not safe at this pre-school. Significant weaknesses in practice resulted in a child being able to leave the pre-school unnoticed by staff. The provider closed off access to the outdoor area where the incident happened and carried out an investigation. At times during the inspection, the environment is chaotic. Children take the lead in play, but this often creates a boisterous environment with some children running around, screaming and shrieking loudly. This affects other children, as their play and explorations are sometimes disrupted. Children do not learn how to keep themselves safe when they play. For example, they run around with sticks, which they wave at their friends' faces. Staff do not identify the potential hazards of such play and fail to help children develop an appropriate sense of safe play. In addition, supervision of children is not effective to enable staff to notice when children need support, such as when children chew flowers and bark from whittled sticks. When staff do notice changes in children's behaviour, they do not act promptly to risk assess and adapt practice to ensure children's changing needs are met.

Despite the weaknesses, children enjoy attending the pre-school and build good bonds with staff. They are confident to seek help or reassurance should they feel upset. Children build good communication skills and enjoy listening to stories that staff read to them.

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

- Leaders do not ensure that the premises are safe and secure to ensure that children cannot leave the pre-school unsupervised. Staff failed to notice that a child had left the premises unsupervised during a recent forest school session. The risk assessment completed was not effective to identify potential weaknesses in the forest school boundary, through which a child was able to leave and cross a busy road without appropriate adult supervision. Leaders place reliance on the risk assessment of the forest school area by other users and do not ensure their own processes are effective to meet the needs of children attending the pre-school.
- Staff notice changes in children's behaviour and interests. However, they do not share this information promptly with leaders and other staff to help adapt practice and meet children's needs effectively. Furthermore, staff do not routinely re-assess children's needs and interests after longer, planned periods of absence. They do not consider how to provide children with effective support and reassurance to help them settle back into pre-school after such absences.
- Staff do not help children learn how to play safely and consider the impact of their actions on others. This does not help to prepare children for the behaviour expectations when they move to school. Children climb on tables to access clay,

and this is unchallenged by staff when they talk to them about the animal models they form with the clay. Staff do not talk to children about the possible dangers of impaling themselves or their friends with sticks when they run around waving and pointing sticks at each other. Children do not learn how to manage risks for themselves.

- Staff do not help older children to engage in purposeful and challenging play. Often children run around, playing games of their own devising, which are mostly games of chase with loud screaming. This stifles other children's play and confidence when outside. Sometimes, when quieter children are engrossed in their exploration, staff overlook their play and do not talk to them to help extend their learning. Children show an interest in dinosaurs and are curious about the model bones staff provide. Staff plan a range of activities that reflect children's interests. However, they are not ambitious to extend children's learning, in particular for the older and most able children.
- Children are confident communicators and demonstrate a wide vocabulary and knowledge. Some teaching helps children to build on what they already know. For example, children test out their ideas and predictions about what will float and what will sink. Staff readily read stories to children on request.
- Parents are positive about the communication they receive from staff about what their children know and need to learn next. They state that they notice the progress their children have made since starting at the pre-school.

Safeguarding

The arrangements for safeguarding are not effective.

Significant weaknesses in practice mean that children's safety cannot be assured. Staff receive regular training and updates about safeguarding and child protection matters. They know the possible indicators of child abuse and neglect and the procedures to follow should they have any concerns about a child's welfare. The committee follows appropriate recruitment processes that help to assure the suitability of new committee members and staff working with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that children do not leave the premises unsupervised	27/05/2022

improve risk assessments to ensure they are effective in identifying potential risks and hazards to children and identify the steps to take to remove, minimise and manage such risks and hazards	27/05/2022
ensure that children are adequately supervised to assure their safety and that their needs are met	27/05/2022
improve the key-person arrangements to ensure that every child's care is tailored to meet their needs and that key persons act promptly when they notice changes in children's behaviour	10/06/2022
improve the curriculum to ensure that it provides all children with a challenging and enjoyable experience in all areas of learning and development	22/07/2022
improve the curriculum to help children learn how to play safely and build an understanding of acceptable behaviour.	22/07/2022

Setting details

Unique reference number	EY333805
Local authority	Cambridgeshire
Inspection number	10242717
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	53
Name of registered person	Pippins Preschool (Cambridgeshire) Committee
Registered person unique reference number	RP909871
Telephone number	01223 833 248
Date of previous inspection	16 March 2018

Information about this early years setting

Pippins Preschool (Cambridgeshire) registered in 2006 and is managed by a voluntary committee. The pre-school employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and above, including one member of staff who holds early years teacher status. The pre-school opens Monday to Friday during school term time. Sessions are from 8am until 3pm. The pre-school provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector
Gail Warnes

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 provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following a notification from the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 inspector carried out a joint observation of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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