

# Inspection of Pippins Daycare

Trinity Methodist Church, Histons Hill, Codsall, Wolverhampton WV8 2ER

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Inspection date: 15 November 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children learn with enthusiasm at this happy, welcoming nursery. They quickly form secure attachments with the staff team who are caring and sensitive to their needs. Children make choices about what they want to play with, selecting from the rich variety of activities on offer. Toddlers delight in choosing pictures which represent familiar nursery rhymes, and they are keen to join in with the actions and songs. Older children enjoy the challenge of writing their own names and then show pride as they write the teacher's name too. Children receive lots of praise and encouragement from staff. They are extremely confident, motivated learners.

Children demonstrate high levels of respect for each other and the staff team. Staff help children to think about their emotions, and they listen to each other with interest as they describe how they are feeling. Children interact cooperatively and take turns in their play. They fully understand why rules are in place and follow instructions extremely well. For example, when going to the toilet, they know that they line up and must walk, not run, to avoid accidents. Children have extremely positive attitudes to learning. Staff have very high expectations of children's behaviour, which is impeccable.

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

- The management team are experienced in early years practice. They have devised a curriculum that is clear and purposeful. Managers carry out regular supervisions and appraisals to identify any weaknesses in practice. Staff enjoy working at the nursery and feel very well supported. The manager provides staff with regular coaching and guidance. However, the professional development opportunities provided to staff do not fully reflect their individual training needs and professional aspirations.
- Staff support children with special educational needs and/or disabilities extremely well. They work closely with parents, schools and specialist agencies to promptly identify needs, put plans in place and adjust the environment so that all children can be fully included.
- Staff help children to develop their speaking and listening skills. They have created a language-rich environment where children regularly sing and listen to stories. Staff value talking and there is a constant buzz of animated conversation as children learn. Staff routinely introduce exciting vocabulary, and children enjoy using descriptive words in their play. For example, they say they have drawn an 'enormous owl' and a 'hideous fish'. Children are highly engaged in their learning, and they are fully motivated to improve their speaking skills.
- Children's emerging mathematical skills are supported well. Toddlers sing songs with the numbers one to five, and staff help them to hold up five fingers. Staff support older children to read and write numbers, and they enjoy counting each

other as they line up. Children have fun measuring themselves and staff, predicting who is the tallest. Children learn in a playful way, so they are exceptionally eager learners as they increase their mathematical knowledge.

- The staff team promote children's independence skills successfully. They encourage children to 'have a go', giving them plenty of time to succeed before stepping in to help. Children eagerly solve problems for themselves. For example, toddlers persevere to put their coats on, and older children concentrate to fasten zips by themselves. Staff have created a calm learning environment, where children are relaxed, highly focused and increasingly confident in their own abilities.
- Parents strongly recommend the nursery. They say that the team go 'over and above' and take care of the whole family, particularly when times are hard. Parents appreciate the regular communication and advice from the nursery. They say that the staff inspire their children's learning. Parents say that their children 'absolutely love it here'.
- The nursery has close links with the local community and staff invite the dentist, local farmers and road safety support staff to visit the nursery. Children learn about being safe and healthy. Staff take children to regularly visit the library, where they enjoy listening to the librarian who reads stories to them. Staff provide opportunities for children to visit the elderly in a neighbouring building, where they share craft activities and sing songs together with the residents. Children regularly take part in multi-faith celebrations at the on-site church and go for walks to the village centre. Children have very high levels of social skills and are gaining a deep understanding of their local area and community.

## Safeguarding

The arrangements for safeguarding are effective.

The managers and staff understand their safeguarding responsibilities. They know how to recognise the signs and symptoms that could indicate that a child is in danger of harm. They are confident about local procedures to report any concerns. The management team ensures that staff regularly attend training to update their safeguarding knowledge. The nursery is safe and secure. Staff carry out daily checks, indoors and outdoors, to ensure that safety is maintained. There are robust systems in place to ensure that staff are safe to work with children. Staff supervise children well. All staff hold a paediatric first-aid certificate.

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

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

- extend the existing arrangements for the staff's professional development to precisely reflect their individual training needs so that practice is of the highest quality.

## Setting details

<b>Unique reference number</b>	2598974
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10251511
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Little Pippins Limited
<b>Registered person unique reference number</b>	RP551602
<b>Telephone number</b>	01902 847490
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Pippins Daycare registered in 2020 and is in Wolverhampton, West Midlands. The setting employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, term time only. Sessions are from 8:30am until 12.15pm on Monday and Friday, and from 8:30am until 3:15pm on Tuesday, Wednesday and Thursday. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Denise Daley

## 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 this into account in their evaluation of the provider.
- The inspector viewed the nursery and relevant documentation to determine the safety and suitability of the premises and the staff.
- The inspector and managers discussed how the nursery organises their early years curriculum and what they want their children to learn.
- The inspector talked to the managers and staff and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and observed interactions between staff and children.
- Parents shared their views of the nursery with the inspector.

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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