

# Inspection of Pippin Pre-School

Buttercup Road, Stotfold, Hitchin, Hertfordshire SG5 4PF

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Inspection date: 10 January 2023

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

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

### **The provision is inadequate**

The substantial weaknesses in safeguarding practice mean that children's welfare is not fully promoted. Children receive variable learning experiences. Not all staff offer good-quality interactions and do not challenge children. This means that children do not have consistent opportunities to build on their skills and knowledge. Despite these weaknesses, children come in happily, separating well from their parents. They have warm relationships with staff, who help children to feel settled. For instance, they gather information from parents so that they can talk with children about their family and recent home events, helping to comfort and reassure them.

Children generally behave well and are kind and caring. For instance, they notice other children watching and invite them to join their play. Children are becoming independent and learn skills that will support them at school. For example, they put their work away in their own tray, ready to take home. Children are learning about how to keep themselves healthy. They clean their teeth after lunch and staff talk with them about the importance of this. During the COVID-19 pandemic, staff recognised the importance of maintaining contact with children and their families. They provided packs of activities for parents to use at home with their children

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

- The weaknesses in staff's understanding of some safeguarding procedures mean that they are not able to promote children's welfare in all circumstances. Additionally, during this inspection, it was noted that the provider had failed to inform Ofsted of a previous significant event, relating to children's safety. The provider took appropriate action at the time, changing their procedures to ensure that there are more staff supervising children when parents collect them.
- Children make some progress but there are inconsistencies in the quality of teaching. Some staff implement activities effectively and support children to build on their learning. For example, they ask children questions when reading to them, encouraging them to think further. However, this is variable and some staff have not yet developed these teaching skills. Staff do not always adjust activities according to children's needs and do not interact effectively to extend children's skills and knowledge. This means that children are not making the best progress possible.
- The voluntary management committee works appropriately with managers. This is a new committee and they are building effective procedures to ensure that they understand what is happening at the pre-school and can offer relevant support.
- Managers offer staff regular supervision sessions that enable them to discuss any concerns and look at how to develop their practice. Managers spend

additional funding appropriately, for example, purchasing resources that help to meet children's needs.

- Staff help children to develop their language skills. Some staff have completed further training and lead specific sessions to aid children in developing their language skills. Children enjoy these sessions and concentrate, for example, as they describe whether the toy train is on top of the bridge or underneath it.
- Children are starting to develop an enjoyment of books and reading. Staff support them to act out traditional stories. Children enjoy remembering the characters and repeat some of the words and refrains from the story.
- Children have opportunities to learn about other cultures and ways of life. For instance, staff help them to celebrate a variety of festivals, by offering opportunities to taste traditional foods and engage in associated craft activities.
- Staff are aware of children's interests and make some use of these. For example, children enjoy dressing as their favourite superheroes and looking at related books. Staff talk with children about the 'super powers' they have, such as, 'be kind power'.
- Staff work effectively with parents and understand the needs of children with special educational needs and/or disabilities. They offer one-to-one support where needed and organise the setting so that children have a secure base and feel comfortable.
- Parents state they are very happy with the pre-school. They feel that staff use good procedures to help children settle when they first start. Parents report that staff communicate well with them about what children have been doing.

## Safeguarding

The arrangements for safeguarding are not effective.

Some staff do not understand how to report concerns or allegations about another staff member or manager. This is a significant weakness and means they are not able to protect children's welfare and safety in all circumstances. Despite this, staff do understand how to recognise signs that may indicate concerns in a child's life. Staff are aware of some of the wider issues connected with safeguarding, such as the effects of radicalisation. They understand the potential risks associated with use of the internet and take appropriate action to protect children.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
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improve the quality of staff's teaching so that all staff understand how to interact with children and implement activities at appropriate levels for each child, challenging and extending children's skills and knowledge so that they make good progress in their learning and development	07/02/2023
ensure that all staff understand the safeguarding procedures with regard to reporting allegations or concerns about other staff members or managers.	31/01/2023

## Setting details

<b>Unique reference number</b>	EY437997
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	10270216
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 9
<b>Total number of places</b>	60
<b>Number of children on roll</b>	231
<b>Name of registered person</b>	Pippin Playgroup Committee
<b>Registered person unique reference number</b>	RP908654
<b>Telephone number</b>	01462 834897
<b>Date of previous inspection</b>	13 March 2018

## Information about this early years setting

Pippin Pre-School re-registered in 2011. The pre-school employs 21 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until midday and from 12.45pm until 3.15pm, with the option of a lunch club in between. There is also a breakfast club from 7.30am until 9am and an after-school club from 3.30pm until 6pm. Additionally, holiday care is offered during each school holiday and these sessions are from 7.45am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Kelly Eyre

## 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 setting.
- The manager and deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed staff interaction with children during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- Meetings were held between the inspector, the manager, the deputy manager, the chairperson of the voluntary management committee and the local authority Childcare Development Officer. The inspector looked at relevant documentation and saw evidence of the suitability of staff.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.

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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