

# Inspection of Little Pippins Preschool

Little Pippins Preschool, Pen Close, SWINDON SN25 3LW

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Inspection date: 22 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 good**

Children show that they feel happy and secure at this pleasant setting. For example, on arrival, children separate from their parents at the front door and say goodbye. Children explore with freedom and choose what activities they engage with. They quickly settle into their learning and play.

Children form strong relationships with staff, who support children's well-being and resilience. Children receive lots of cuddles and reassurance from the caring staff. This helps them to develop a sense of belonging and to feel secure in their setting.

Children enjoy exploring a tyre with mud, sand, spades and different-sized buckets. Children talk with the staff about the 'strong foundations' as they build mud castles and join in pretend play with their friends. This helps them to strengthen their social interactions and develop their imaginations.

Children enjoy relaxed mealtimes. They sit with staff and are encouraged to chat about what they are eating and the benefits of a healthy diet. Staff support children to use their 'pinchy fingers' when opening their packed lunch. This helps children to become independent and gain the necessary skills needed to prepare them for school.

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

- Staff know the children well. The curriculum meets the needs and interests of children. It values children's early language and communication. Staff support children's communication skills in a range of ways, such as sign language. They introduce children to new vocabulary as they play.
- The special educational needs coordinator (SENCo) monitors children's needs. She communicates with other professionals who assess the needs of children with special educational needs and/or disabilities (SEND). Staff are passionate about supporting children with SEND to reach their full potential. For example, children have an individual plan with specific, achievable targets. These targets include relevant strategies and resources to help children make good progress.
- Children have regular access to outside play and fresh air. They delight as they play games with one another and staff. This helps to develop children's language development and turn-taking skills. Children have opportunities to develop their climbing and physical development skills.
- Parents praise the care and education that staff provide for their children. They value the communication and progress their child has made since attending the setting. They know how staff keep their children safe. They report how well the staff manage children's allergies. Parents are provided stories to take home, which is well received.

- Staff plan a variety of adult-led and child-initiated activities that cover the early years foundation stage. For example, during a planned group activity, staff give children the opportunity to use musical shakers to sing and play musical games. This helps them to share resources and develop their speaking and listening skills. However, at times, the most able children lack sufficient challenge from staff and lose interest in the planned activity.
- Staff supervise children well and ensure they remain safe at the setting. Staff model expected behaviour well. They remind children to use their 'walking feet' and support them to behave well in group activity time. When children display frustration, staff help children to regulate their behaviour. For example, staff show children how to 'take a deep breath and count to 10'.
- Leaders are reflective and evaluate the setting. They are ambitious about being inclusive to all. They assess and evaluate the setting, curriculum and staff practice. They are ambitious for children to have the best experiences to help them prepare for later life. The managers use staff appraisals well to target areas for training. Staff say they are happy and that leaders value their well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff are clear about the signs and symptoms of abuse and what to do if they have a concern about a child. Staff are clear on procedures to follow if they have a concern about a colleague. Staff ensure that the areas are safe for children to play in. The manager ensures that safer recruitment checks are undertaken to confirm the ongoing suitability of staff working with children. Staff show an understanding of the different aspects of safeguarding and the impact these may have on the children and their families.

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

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

- enhance the planning and support for the most able children to offer more challenge in their learning and increase their level of engagement.

## Setting details

<b>Unique reference number</b>	EY395963
<b>Local authority</b>	Swindon
<b>Inspection number</b>	10264426
<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>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	
<b>Number of children on roll</b>	80
<b>Name of registered person</b>	Little Pippins Pre-School Greenmeadow
<b>Registered person unique reference number</b>	RP520069
<b>Telephone number</b>	01793 495680
<b>Date of previous inspection</b>	15 June 2017

## Information about this early years setting

Little Pippins Preschool registered in 2009. It operates within the grounds of Greenmeadow Primary School, Swindon. The pre-school is open weekdays, from 8am to 6pm, all year round. The pre-school employs 19 members of staff to work with the children. Of these, two hold relevant qualifications at level 6, seven hold qualifications at level 3 and a further two hold qualifications at level 2. The pre-school receives funding for the provision of free early years education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Rosie Pool

## 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.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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