

Inspection of Littlepips Preschool

St Marys Church Hall, St Marychurch Street, Rotherhithe, London SE16 4HZ

Inspection date: 15 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff welcome children as they arrive at the pre-school. Children feel safe and secure. They run in to the setting, eager to play. Children are curious learners, who confidently explore their environment. For instance, they delight in taking toothbrushes to brush the pretend teeth. Staff support children to understand why they need to follow good oral health routines. Children listen and take turns to share resources. Their behaviour is good. Children have a 'can-do' attitude and try to work things out when they use technology toys. For instance, young children use electronic devices to press numbers and hear sounds. Older children skilfully imitate actions as they follow instructions and dance to the music on screen. Children explore different ways to use their bodies. They develop good fine and gross motor skills.

Staff place a strong focus on supporting children's understanding of the wider world. Children enjoy walks in the local area and trips along the river. They develop a good understanding of the natural world. Staff extend children's vocabulary during sand play when they describe how to 'sieve' and 'shake' the sand. Parents speak highly of the care provided by staff at the pre-school. They comment on how well their children settle. Parents appreciate how children become more confident and resilient.

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

- The manager works closely with staff to plan the curriculum following children's interests. They evaluate the learning environment and consider how to support children's individual needs. For instance, they transform the shed into a sensory room. All children are well supported, including children who receive additional funding and children who have special educational needs and/or disabilities. Children develop their physical skills in the garden, using a range of large equipment. However, there is less opportunity for children to explore and extend their learning outdoors, as resources are not easily accessible.
- Staff know children well, observe and assess children's progress and work closely with parents. Parents appreciate how caring and supportive staff are and the tips and ideas for children's learning at home. For instance, children take home books to share with their families. The manager provides a broad curriculum indoors, which ensures that all children make good progress. However, children do not always get the opportunity to stretch and extend what they know beyond their current abilities. For instance, staff cut out craft resources rather than giving children the opportunity to have a go themselves.
- Staff provide children with healthy breakfast options and snacks and encourage them to access drinking water during the session. Staff support children to wash their hands before meals and after using the toilet. This helps children to

understand good hygiene practice. Children bring their own packed lunch from home. Staff support parents and provide an information sheet about how to make healthy choices.

- The ambitious manager has high expectations of all children and works closely with other professionals. For instance, the local authority supports the setting to develop strategies to help children self-regulate. This helps children behave well. The manager shares information with other settings children attend and plans activities to support them before they start school. This provides good continuity of care.
- Staff provide stimulating learning opportunities. They encourage children to develop their independence. For example, young children add cars and trucks to the garage and floor mats. Older children explore measurements with different lengths of tape that have been stuck on the table. Children enjoy working out which lines are 'longer' and 'shorter'. They develop their early mathematical skills.
- The manager recognises the impact the COVID-19 pandemic may have had on children's development. For example, staff and children use sign language during welcome time and when they sing songs and rhymes. This encourages children to express themselves. Staff support children's communication and language development well. For instance, following a practice fire drill, staff set up a 'people who help us' interactive display. Children have lots of opportunities to talk about the different types of emergency services. They use their imagination to reinforce their prior learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an understanding of the types and signs of abuse including aspects such as female genital mutilation and witchcraft. The manager uses a whiteboard to highlight safeguarding training for each staff member to complete. This helps keep their knowledge up to date. Staff know what action to take if they have concerns about the safety or well-being of a child. This includes in the event of an allegation being made against a fellow member of staff. The manager completes thorough risk assessments in the garden, which is surrounded by a public footpath. This helps to keep children safe.

What does the setting need to do to improve?

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

- develop the outdoor learning area so that resources are easily accessible and give children the opportunity to explore and follow their own ideas and interests
- support staff to recognise and provide further challenge to the most able children to help them to reach their full potential.

Setting details

Unique reference number	2632094
Local authority	Southwark
Inspection number	10281161
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	23
Number of children on roll	23
Name of registered person	Little Pips CIO
Registered person unique reference number	2620721
Telephone number	07312378401
Date of previous inspection	Not applicable

Information about this early years setting

Littlepips Preschool registered in 2021. It is situated in St Marys Church, Rotherhithe. It is open five days a week, from 8.45am to 3.15pm. The pre-school offers sessional care 8.45am to 12.15pm and 11.45am to 3.15pm, term time only. There are five staff, who hold appropriate early years qualifications between levels 2 and 4. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Colman

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 and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting and assessed the impact on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection and took account of their views.
- The manager showed the inspector a range of documents, including staff certificates and registration forms.
- The inspector took account of the views of parents by speaking with some of them during the inspection and reading written feedback.
- The manager spoke with the inspector about the leadership and management of 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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