

Inspection of Pippins Preschool

Community Centre, Beadsman Crescent, Leybourne Chase, West Malling, Kent
ME19 5FB

Inspection date: 9 May 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 are happy and settled at the pre-school, and their behaviour demonstrates how much they enjoy themselves. Staff create a welcoming and calm environment, where they provide a wealth of activities to interest children. Children happily enter and go straight to the large outdoor area. They delight in splashing in muddy puddles, preparing pretend pancakes in the mud kitchen and tenderly washing baby dolls. They have close bonds with their key person and enjoy playing alongside them, smiling as they interact together.

Children are inclusive of one another and are happy to invite friends into their play. They share the resources and enjoy helping each other, such as making play dough from scratch. Children are given lots of choice, including how they want to use resources. This allows them the freedom of creativity and increases their engagement. They focus and concentrate carefully on many activities, such as guessing the musical instrument, story time, creating emotion faces and building outdoor dens.

Staff have high expectations for every child. They set appropriate challenges for children, to support their individual progress. Younger children explore new vocabulary like 'rosemary' and 'mint' when playing in the mud kitchen, while older children follow instructions to make a pretend meal using quantities. Children are supported well to become confident, happy and social, with a wide breadth of knowledge about the world around them.

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

- Staff have an in-depth knowledge of each child's needs and create next steps to support them to make good progress. They use careful assessment and planning to deliver fun and engaging activities. Staff are particularly effective at supporting children with special educational needs and/or disabilities. For example, they deliver one-to-one sessions to focus on concentration and positive self-worth. However, staff focus less well on the needs of the children as a group. This means that they are not always clear about what they want children to learn from group activities.
- Staff use questioning to expand on children's understanding and critical-thinking skills. For example, children enjoy exploring how to make an outdoor den and why different objects float or sink. Children show good knowledge and recall previous learning and vocabulary. Children repeat activities for practise and remember the new skills they have learned.
- Staff ensure they know children well and use their current interests to plan activities that will inspire them. Children show great perseverance and a can-do attitude when trying to wrap different shapes, and they grasp new skills, such as

using scissors. They sit and listen very well and enjoy group times, such as stories and games.

- Staff are good at ensuring that children understand the rules and routines. They use bells and songs, visual timelines and gentle reminders. Children happily follow the routines, confident that they know what is coming next, happy to tidy away resources together and get ready for group times and lunch. This helps them to feel settled and to cope well with transitions.
- Staff promote children's independence skills, such as dressing, feeding themselves and washing their hands. However, less consideration is given to ensuring that the personal needs of all children are met appropriately. Furthermore, sometimes, children are not given the privacy they should have when receiving personal care. This does not support all children to understand what is appropriate for their age.
- Children thoroughly enjoy spending extended periods of time in the forest school area. Staff provide a calm and welcoming environment, where children can freely explore and gain independence. They delight in finding various bugs and talk about how best to treat them. They smile as they are pushed on the swing and concentrate when whittling a stick to make their own pencils. Staff use this opportunity to support children to make good progress in their confidence, resilience and communication skills.
- The manager has a good improvement plan in place to continue to improve both the physical environment and the education and care provided. She supports her staff to feel empowered and part of a supportive team. Training is regularly sought to enhance the provision and to help build staff's personal confidence and abilities. Staff are knowledgeable and caring, and they strive to provide the best care and education they can to all children.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of child protection issues and their roles and responsibilities in safeguarding all children. They know what signs and symptoms to look out for that might suggest a child is at risk. Staff are clear about the importance of making prompt referrals should they have any concerns about a child. They understand how to deal with allegations made against staff. The manager undertakes effective risk assessments of the pre-school environment, which helps to reduce and minimise any potential hazards.

What does the setting need to do to improve?

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

- strengthen staff's understanding of the specific intent for planned group activities, ensuring they are clear on what they want children to learn

- ensure personal hygiene practices meet the needs of all children appropriately.

Setting details

Unique reference number	EY461890
Local authority	Kent
Inspection number	10280286
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	38
Name of registered person	Leybourne Chase Pre-School Ltd
Registered person unique reference number	RP902389
Telephone number	07468 426755
Date of previous inspection	21 September 2017

Information about this early years setting

Pippins Pre-school operates in Leybourne, Kent. The pre-school is open each weekday, from 9am to 4pm, during term time only. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are six members of staff, including the manager, four of whom hold appropriate early years qualifications.

Information about this inspection

Inspector

Nina Harvey

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 provider and the inspector completed a learning walk together and discussed the curriculum.
- The inspector spoke with staff, interacted with children, and viewed appropriate documentation.
- The inspector carried out a joint observation with the provider.
- Parents shared their views about the setting 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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