

Inspection of Little Pippins Preschool

Little Pippins Preschool, Pen Close, SWINDON SN25 3LW

Inspection date: 22 July 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The setting is clean, tidy and well resourced. Children form warm relationships with the caring staff team, who know them well. Staff have some understanding of what they want children to learn from planned play activities, however, the implementation of the curriculum is not consistent across all rooms. In the pre-school and toddler rooms, staff do not deploy themselves effectively or organise the learning environment to promote children's engagement. At times, some children's individual needs are not met. High noise levels disrupt children's focus and they disengage from their learning.

That said, the youngest children experience a calm and nurturing environment. Staff respond to their individual needs, helping them to settle and feel secure. They promote their early language effectively through meaningful interactions. Staff introduce babies to simple words, such as 'squeeze', as they explore pipettes in the water tray, helping them build vocabulary in context. Babies display curiosity and pleasure as they notice their reflection in mirrored toys, supporting their early self-awareness and emotional development.

Staff provide young children with some purposeful opportunities to explore and investigate. For example, they provide them with resources such as plastic balls that children observe floating in the water. Early number skills are introduced as staff count aloud during play, helping children grasp the concept of sequence and quantity. Staff support young children's behaviour through consistent reminders. For example, when children attempt to flick sand, staff explain why this is not safe, helping children to learn boundaries and begin to manage their actions.

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

- Leaders have made some positive changes to the curriculum. They provide staff with some training and hold regular supervision meetings to discuss practice. However, the quality of teaching across the setting is variable. Staff do not consistently support all children to make the progress they are capable of. They do not always plan activities that match children's stages of development or sustain their interest. For example, staff read children lengthy stories after snack time, when children have already been sitting for some time. Although staff ask children questions, such as to name animals or identify colours, they do not tailor their interactions to support the learning intention of the planned activity.
- Although staff provide children with activities that reflect their interests, they do not always organise themselves or the environment in a way that promotes focused learning. For example, staff read stories to children while nearby other staff sing loud action songs. This creates a noisy and over-stimulating environment that makes it difficult for children to concentrate. Staff do not

consistently consider how the proximity and timing of activities affect children's ability to engage and learn successfully.

- Staff work with parents and external professionals to identify and support children with special educational needs and/or disabilities (SEND). They plan small-group activities, such as object recognition tasks, which help children to work towards their individual targets. However, staff do not deploy themselves effectively to ensure all children are engaged in purposeful play. At times, children wander around the room or become upset. For example, at song times and when their peers are taken for small-group sessions. While staff offer cuddles and reassurance, their responses are reactive rather than proactive. They are not sufficiently tuned in to children's individual needs to plan ahead and adapt their approach effectively.
- Staff support parents effectively to continue children's learning at home. The setting has a lending library for parents to help them build on children's experiences at the setting. Staff share information with parents through digital platforms and hold ongoing discussions about children's progress. Parents' feedback is positive. They value the strong bonds their children form with staff, the setting's inclusive and supportive ethos and the wide range of activities their children engage in.
- Staff are attentive to children's personal care needs and respond promptly when children need changing. They promote good hygiene routines. Staff remind children to wash their hands with soap before mealtimes, helping them to understand how to keep themselves healthy. Mealtimes are generally calm, and staff sit with children, modelling the use of cutlery and encouraging independence. Staff offer children reassurance and comfort as they settle to sleep. They regularly check on them to ensure children are safe and well.
- Staff support pre-school children to be ready for school. They plan activities to help them follow instructions and develop strength in their hands in readiness for early writing. Staff take children to visit the on-site primary school. For example, they attend forest school sessions and story time. This helps them to become familiar with the environment and staff. Staff communicate with professionals from all schools children go on to attend to share information and support smooth transitions.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure staff receive the appropriate support and coaching they need to raise the quality of teaching to a consistently good level and effectively implement the planned curriculum	02/09/2025
improve staff deployment to ensure all children are engaged in purposeful play and their individual needs are met.	05/08/2025

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

- strengthen the organisation of the environment to fully promote children's engagement in meaningful learning experiences.

Setting details

Unique reference number	EY395963
Local authority	Swindon
Inspection number	10410940
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	0 to 11
Total number of places	55
Number of children on roll	141
Name of registered person	Little Pippins Pre-School Greenmeadow
Registered person unique reference number	RP520069
Telephone number	01793 495680
Date of previous inspection	22 February 2023

Information about this early years setting

Little Pippins Preschool registered in 2009. It operates within the grounds of Greenmeadow Primary School in Swindon. The setting is open Monday to Friday, from 8am to 6pm, 48 weeks a year. The setting employs 23 members of staff to work directly with the children. Of these, two hold relevant qualifications at level 6, ten hold qualifications at level 3 and a further nine hold qualifications at level 2. The setting receives funding for the provision of early years education for children.

Information about this inspection

Inspector
Holly Smith

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Parents shared their views of the setting with the inspector.
- The manager provided the inspector with a sample of key documentation, including records to demonstrate the suitability of staff.

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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