

# Pippins Pre-school Ltd.

The Brick Pavilion, Queens Road, Farnborough, GU14 6DU



## Inspection date

17 May 2016

Previous inspection date

7 February 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager evaluates the provision well. She values the views of parents, staff, and children to identify areas for improvement that will benefit children's experiences.
- Staff complete regular observations and assessments to highlight children's next steps in learning. They monitor the individual progress children make to address any gaps in development swiftly.
- The key-person system is effective. Children develop warm, affectionate relationships with staff and approach them for support and reassurance. They are curious about their environment and enjoy the time they spend at the setting.
- Staff have established good partnerships with other professionals and the local schools, to help continuity in care and learning.
- Staff promote language and communication skills well. All children, including children with special educational needs or disability, and those who are learning English as an additional language, make good progress from their starting points.

### It is not yet outstanding because:

- Staff do not always fully consider the needs of all children when organising large group activities.
- Staff have not fully developed strategies that successfully encourage all parents to share as much information as possible about their children's learning at home.

## What the setting needs to do to improve further

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

- review arrangements for group activities to provide good levels of challenge for all children
- develop even further the quality of work with parents to encourage parents to share information on their children's learning at home.

### Inspection activities

- The inspector had a tour of the pre-school and took part in a joint observation with the manager.
- The inspector observed the quality of staff interactions with children.
- The inspector held discussions with the managers, provider, and staff at appropriate times during the inspection.
- The inspector took into account the views of parents spoken to on the day.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records of children and evidence of the suitability of staff.

### Inspector

Jane Franks

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures that all staff understand their responsibility to safeguard children and know what to do if they are concerned about a child's welfare. The manager deploys staff well to ensure that children play and learn in a safe and secure environment. Effective recruitment procedures and ongoing checks ensure that all staff are suitable for their role. The manager and staff monitor children's learning carefully and make effective use of funding to support their good progress. The manager regularly monitors staff practice, to help enhance their teaching skills. Staff attend training, reflect on practice and implement new strategies to improve the quality of the provision. For example, staff worked together to reorganise the learning environment so that children can follow their own interests. Parents speak highly of the care and learning that their children receive.

### Quality of teaching, learning and assessment is good

Staff support children's literacy skills well. For example, children enjoy singing songs and listen to stories with enthusiasm. Children enjoy being creative and using their imaginations. For example, they experiment and explore changing textures by making their own play dough. Staff guide children's learning as they play. For example, staff responded to the interest that children showed in creating a shop. Children worked as a team to write their shopping lists and consider the items that they would like to buy. Staff organise resources very well so that children can easily find what they need.

### Personal development, behaviour and welfare are good

Children are very happy in the welcoming environment. Staff gather detailed information from parents when children first start. This helps staff to tailor the individual care and learning for each child. Staff are good role models and manage children's behaviour effectively. For example, they support their social skills well and encourage children to find appropriate solutions when small disputes occur. Staff continually provide children with praise and encouragement, which helps them to feel valued and respected. Children benefit from daily activities outside in the fresh air that also helps to challenge their physical skills. Children enjoy activities that enrich their understanding of the wider world.

### Outcomes for children are good

Children are sociable, confident, and eager to learn. They develop good mathematical skills through daily activities. For example, they learnt to count and recognise numbers. Children manage their personal care needs well. They show respect for others, share toys, and learn to take turns. Children develop the skills that equip them well for their future learning, including the move to school.

## Setting details

<b>Unique reference number</b>	EY450669
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1028219
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Pippins Pre School Ltd
<b>Registered person unique reference number</b>	RP902562
<b>Date of previous inspection</b>	7 February 2013
<b>Telephone number</b>	01252 373137

Pippins Pre-school first opened in the 1990s and re-registered as a limited company in 2012. It operates from The Brick Pavilion at the recreation ground in the North Camp area of Farnborough. The pre-school is open Monday to Friday from 7.30am to 3pm 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. Eight members of staff work directly with the children. This includes the owner/manager. The manager holds a level 5 foundation degree in childcare and education. There are four members of staff with a level 3 early years qualification and two members of staff who hold a level 2 qualification.

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