

Pippins Preschool

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



Inspection date

21 September 2017

Previous inspection date

17 January 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- There are inspirational relationships between staff and children. Children are extremely happy and confident, and enjoy the company of staff and each other. This helps children to have a positively high level of self-confidence and self-esteem.
- Detailed discussions with parents when children start at the nursery are followed by regular observations of children as they learn. Key persons identify next steps and plan suitable activities to support the good progress children make.
- Where the care of a child is shared with another provider, including a school, staff discuss children's achievements and next steps with other carers. This helps to support consistency in children's learning and development.
- Senior leaders and other staff have strong partnerships with parents. Parents appreciate the frequent opportunities they have to discuss their child's learning and progress. They value the support they receive to help their child learn at home, such as the 'borrow bags'. They are enthusiastic about the many opportunities children have to play and learn in the garden.

It is not yet outstanding because:

- There are not enough resources or opportunities for children who prefer to learn outside to develop their mathematical skills.
- High-quality supervision is not embedded in practice to ensure all staff have a targeted programme for professional development.

What the setting needs to do to improve further

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

- provide more opportunities for developing the mathematical skills of children who prefer to learn outside
- strengthen staff supervisory sessions to include targeted plans for continual professional development.

Inspection activities

- The inspector examined a range of documents, including those relating to safeguarding children.
- The inspector checked the evidence relating to the suitability of staff and looked at children's learning and progress records.
- The inspector and the manager observed members of staff interacting with children, and discussed their practice and the systems in place for improving staff practice.
- The inspector discussed self-evaluation with the manager.
- The inspector spoke to a range of parents and children, and took their views into consideration.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All members of staff have a comprehensive understanding of how to keep children safe. They know who to contact if they have a concern about a child's safety or welfare. Leaders evaluate their practice with staff and take into account the views of parents and children. They make improvements to the provision, such as providing more opportunities for mark making to interest boys. Children's progress is checked and delays in learning are identified. Appropriate activities are planned to close any such gaps. Children who have special educational needs are very well supported. Staff effectively use the expertise of other professionals to meet the needs of these children. The premises are checked each day to ensure they are safe for children to use. Children are not taken on outings unless all possible risks have been taken into account and minimised.

Quality of teaching, learning and assessment is good

Children's fine-motor skills are well supported. For instance, they use tongs to pick up leaves and acorns, and scissors to cut the play dough. Children learn that materials change. Skilful questioning by adults helps children decide that they will add more water to the gloop as it dries out. Adults extend children's language effectively and introduce the word 'swirl' to help children describe how it looks when they add mud to the mixture. Children's early reading skills are well supported. For instance, they have access to a range of attractive books, including stories from other lands. They explore the similarities and differences between various festivals, such as Christmas and Diwali. They read stories, look at pictures and play with resources showing people of other cultures.

Personal development, behaviour and welfare are outstanding

Children have an excellent understanding of taking turns and sharing. For example, they need no reminders to take turns to spray the potatoes they have dug up with water to clean them. Children learn to cooperate and play together very happily. For instance, there is lots of laughter as they play 'What's the time Mr Wolf', and negotiate who will be the wolf. Staff use every opportunity during daily routines to promote children's independence skills and sense of self-worth. Children have excellent social skills. They chat together at mealtimes and confidently engage adults in conversation. Healthy lifestyles are actively and enthusiastically encouraged. Children benefit from a nutritious snack, which they often grow themselves in the garden.

Outcomes for children are good

Children are well prepared for their future learning. They learn to manage their personal needs and be highly independent. Children are well motivated and eager to learn. They can independently choose their activities and lead their own learning. Children's early writing skills are effectively supported. For example, children make lists of materials they need in the construction area. Children learn how to manage risk, wearing hard hats as they build in the construction site role-play area.

Setting details

Unique reference number	EY461890
Local authority	Kent
Inspection number	1069271
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	16
Number of children on roll	40
Name of registered person	Leybourne Chase Pre-School Ltd
Registered person unique reference number	RP902389
Date of previous inspection	17 January 2014
Telephone number	07468 426755

Pippins Preschool 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 to children aged two, three and four years. There are seven members of staff, including the manager, six of whom hold appropriate early years qualifications.

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