

Little Pippins Pre-School



The Freeman Orchard, Gaveston Road, Harwell, Didcot, Oxfordshire OX11 0HP

Inspection date	11 July 2019
Previous inspection date	12 December 2014

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

Summary of key findings for parents

This provision is outstanding

- The provider has an excellent understanding of their role. They work with the management team highly effectively to drive continuous improvement. This is illustrated by their joint creation of a precise objective-driven action plan. Staff take swift and effective steps to implement the action plan, which they review regularly. These actions help to maintain the outstanding level of provision.
- Managers monitor the progress of children meticulously. For instance, they analyse the development of different groups of children. All children, including those who speak English as an additional language, those with special educational needs and/or disabilities (SEND) and those in receipt of additional funding, make rapid and sustained progress from their starting points.
- Staff have very high expectations of what children can achieve and their teaching is highly responsive to children's needs. For instance, staff swiftly identify children that need support in some aspects of their development. They plan and deliver targeted sessions to help to close these gaps in children's learning. This helps all children to be well prepared for the next stages of their education.
- Staff develop outstanding partnerships with parents and get to know families well, such as through regular home visits. They provide parents with excellent guidance and support. For example, parents borrow story sacks to help them promote positive bedtime routines. Staff invite parents into pre-school and parents say that this gives them ideas for how they can support their children's play.
- Staff develop children's understanding of how to keep themselves safe exceptionally well. For example, they teach children about sun safety and show them how to apply sunscreen. They teach children about road safety. This is demonstrated when staff create an outdoor cycle track and provide bicycle helmets. Children set up routes with road safety signs and put helmets on before they cycle around their route.

What the setting needs to do to improve further

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

- continue to implement plans to evaluate and reflect on the quality of teaching.

Inspection activities

- The inspector had a tour of the setting.
- The inspector carried out an evaluation of teaching with the manager following a planned activity.
- The inspector held meetings with the provider and management team. She discussed self-evaluation and plans for further improvement. She looked at relevant documentation, such as children's assessments, planning and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to the staff and children at appropriate times during the inspection.
- The inspector spoke to parents and considered their views.

Inspector

Lisa Dailey

Inspection findings

Effectiveness of leadership and management is outstanding

Managers have an inspirational approach to working in partnership with professionals to help to support children and their families. For instance, the designated safeguarding lead and special educational needs coordinator works extremely closely with other professionals, to help to ensure a successful multi-agency approach to child protection and SEND support. Managers use funding exceptionally well to provide specific activities to target children's needs, such as learning to relax and manage their feelings with yoga. The manager supports her staff team effectively. For example, she implements a rigorous cycle of staff supervisions. She has inspirational plans to further develop successful strategies to evaluate and reflect on staff practice. Safeguarding is effective. Staff consistently implement a robust range of policies and procedures to promote children's safety and well-being.

Quality of teaching, learning and assessment is outstanding

Key people know their children exceptionally well. They have high expectations and plan precisely to meet all children's needs. For instance, managers recognise that children's personal development is low on entry to the pre-school. Staff share examples of good practice and plan interventions together to target this. Children thoroughly enjoy small-group activities where staff teach them how to interact with others and express their own feelings. Staff develop highly effective relationships with settings that children transfer to. For example, key people organise meetings with teachers at the local school and plan confidence-building transition activities, such as swimming, that children get to try in their new environment. This helps to promote children's confidence and consistency in their care and learning exceptionally well.

Personal development, behaviour and welfare are outstanding

Staff provide an inspirational range of opportunities to help promote children's health and well-being. For example, children delight in opportunities to play imaginatively outdoors, making 'banana soup' in the mud kitchen and pretending to be 'pirates' re-enacting storylines on the 'pirate ship'. Staff identify dental decay as a key priority to support. They help children and families to learn about healthy eating. This is demonstrated when children plant and grow their own vegetables and talk excitedly about when to pick them, what they taste like and how they can help them to be healthy. Managers use funding exceptionally well to provide cookery sessions to teach children how to prepare and cook healthy meals. Children then take recipes home to try with their families. This is having an excellent impact on children's health.

Outcomes for children are outstanding

All children make superb progress in their learning and development. Children develop impressive social skills as they negotiate plans for their own play. They develop strong physical skills, moulding dough in their hands and making models. They show precise control as they pick up and place small sequins onto their design. Children independently manage their own health and self-care needs exceptionally well. They pour themselves water, find hats to wear and apply suncream.

Setting details

Unique reference number	133726
Local authority	Oxfordshire
Inspection number	10108482
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 5
Total number of places	30
Number of children on roll	50
Name of registered person	Little Pippins Pre-School
Registered person unique reference number	RP908963
Date of previous inspection	12 December 2014
Telephone number	01235 821741

Little Pippins Pre-School registered in 1970. It is a committee-run pre-school. It operates from Harwell, near Didcot, Oxfordshire. The pre-school opens each weekday from 9.15am to 3pm during term time. A breakfast club operates from 8am to 9.15am for early years and school-age children. The pre-school accepts funding for the provision of free education for children aged two, three and four years. The pre-school employs 11 members of staff. Of these, eight members of staff work with children and all hold qualifications between level 3 and 4.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

