

Inspection of Pippins Day Nursery and Preschool

Whites Farm, Bures Road, White Colne, COLCHESTER CO6 2QF

Inspection date: 4 October 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed by a friendly and nurturing staff team. Once inside, children are eager to play and motivated to learn. For example, they quickly explore pumpkins that they have grown in the forest school area as staff cut them open to reveal what is inside. Staff encourage them to use spoons to scoop out the seeds and enhance children's vocabulary by using descriptive words to explain the texture to young children.

Leaders plan an ambitious curriculum that follows the Montessori method of teaching. All areas of the curriculum extend to the outdoor area. Children benefit from forest school sessions where staff challenge children to take risks and explore their capabilities while climbing up and down the 'muddy mountain'. Children enjoy sitting together during song times as staff play the guitar. Staff encourage children to make their own instruments in the mud kitchen. Children clap their hands and stamp their feet to the rhythm of the music.

Children's behaviour is good. They play cooperatively with their friends. Staff provide lots of opportunities for children to learn to share and take turns. Staff provide activities to help children wait and listen and offer lots of praise for children's achievements. This helps promote children's self-esteem.

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

- Following a recent incident that was notified to Ofsted, the provider has reviewed their procedures in place. Staff now organise mealtimes effectively to ensure that children's allergy needs are consistently met. Policies and procedures for administering of medication are shared with staff so they understand the processes to follow.
- Children with special educational needs and/or disabilities (SEND) are well supported. Staff work closely with outside professionals to ensure that children receive appropriate support. Additional funding is used effectively to meet children's individual needs such as purchasing specific resources and providing additional one-to-one support. As a result, all children make good progress from their initial starting points.
- Leaders plan for children to be independent in every aspect of their lives. Staff encourage young children to put on their coats and shoes independently, offering support where needed. Staff provide small steps so younger children can reach the sink to wash their hands independently before mealtimes. Older children self-serve their food at mealtimes. This helps children develop the skills needed for later life.
- Staff plan a variety of activities to foster children's curiosity and love of learning. For instance, children take part in science experiments. Staff show them a range

of ingredients and encourage children to predict what will happen when they mix them together. Children take turns measuring baking soda into a container and watch with fascination as they add vinegar and make their mixture 'erupt', which they link to a volcano.

- Children develop their coordination and spatial awareness as they join in with additional activities, such as music and dance sessions. The environment for babies is planned well to enable them to develop their core muscles as they pull to stand on low-level furniture to join in with activities.
- Overall, feedback from parents is positive. They feel that their children are making good progress in their learning. Staff regularly share information with parents about their children's learning and development, as well as ideas for supporting their child's learning at home. Some parents reflect that recent staff changes have been unsettling for their children and this has had an impact on the quality of the provision. However, they appreciate that the manager is quick to respond when they raise concerns.
- The current manager has an accurate view of the strengths of the nursery and the areas for development. Staff report that they receive good support through regular training and supervision meetings. However, there have been several changes in staff, leading to some minor inconsistencies in implementing the nursery's planned curriculum and ethos.

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

- continue to build on the support and guidance the newly formed staff team receive, to further embed the nursery ethos and address minor inconsistencies in the intended curriculum.

Setting details

Unique reference number	2682935
Local authority	Essex
Inspection number	10364397
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	69
Number of children on roll	101
Name of registered person	The Childcare Corporation Limited
Registered person unique reference number	RP902737
Telephone number	01787 228567
Date of previous inspection	Not applicable

Information about this early years setting

Pippins Day Nursery and Preschool registered in 2022. It is situated in Colchester, Essex. It follows the Montessori approach to education. The nursery employs 21 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, two at level 4 and 13 at level 3. The nursery opens Monday to Friday all year round, from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Shelly McDougall

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator 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 spoke to several parents during the inspection and took account of their views.

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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