

Pip And Jim's Pre School

The Brizen Young Peoples Centre, Up Hatherley Way, Cheltenham, Gloucestershire,
GL51 4BB



Inspection date

Previous inspection date

18 June 2018

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Managers have a sound understanding of their legal responsibilities. They communicate their high expectations to the staff team. Staff implement a range of records that helps to support their practice. This helps them to achieve and maintain good standards.
- Staff are kind and caring. They get to know children and their families well. Children develop strong bonds with staff. They settle quickly, and are happy attending.
- Staff help children develop the skills they need for the next stage of their learning, and eventually school. The curriculum is broad and varied. Children are motivated to play, explore and learn.
- Staff are good teachers. They provide activities that promote different aspects of children's learning. All children progress well from where they started.
- Partnership working is strong. Staff share two-way information about children's care and learning with parents, other providers and professionals. This helps to promote good continuity.

It is not yet outstanding because:

- Staff do not always make the best use of the provision for outdoor play. Children who prefer to learn outside do not yet progress at the highest level.
- Managers do not focus sharply enough on ways to disseminate consistently outstanding teaching practice. There is scope to extend staff's professional development even further to help promote excellent outcomes for all children.

What the setting needs to do to improve further

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

- enhance the outdoor play provision, particularly for those who prefer to learn outside to help promote their development at the highest level
- extend staff's professional development even further and focus sharply on ways to disseminate consistently outstanding teaching practice to help promote excellent outcomes for all children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the pre-school.
- The inspector spoke to staff and held a meeting with the pre-school manager.
- The inspector looked at relevant documentation and checked evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The environment is well organised. Staff conduct daily risk assessment checks of the premises, toys and equipment. This helps to keep children safe. Managers and staff are knowledgeable about child protection issues. They know how to identify and deal with different indicators of child abuse or neglect. This helps to protect children from harm. The majority of staff are well qualified. Managers supervise staff and provide them with opportunities to upskill. This has a particularly positive impact on the quality of care they provide. Self-evaluation is strong. Managers listen to the views of staff, parents and children. Clear areas for development are set to help continually improve.

Quality of teaching, learning and assessment is good

Staff routinely observe children and assess their development. They plan a variety of activities that help to foster children's interests and promote their learning. For example, younger children enjoy building a train track and playing with small-world vehicles. Staff interact with them at their level, show them how to use resources and narrate their play. Older children enjoy making play dough and using it to develop a role-play game of making cakes. Staff talk to them, ask questions and add explanations to their learning. Managers have a good overview of children's progress. The special educational needs coordinator helps staff to offer children with additional needs timely support. This means all children continually progress well and no child falls behind.

Personal development, behaviour and welfare are good

Staff effectively promote children's well-being. For example, they talk to children and their parents about the importance of a balanced diet. Staff also encourage children to stay hydrated during the day. Staff ensure children adopt good cleanliness regimes. Staff encourage children to engage in physical play. Older children greatly enjoy taking part in exercise sessions outside. They move their bodies in a range of ways and develop control handling sports equipment, such as balls, hoops or beanbags. Staff foster inclusivity, tolerance and respect. They value children's home lives and help them learn about their differences. Staff help children adhere to the simple pre-school rules and follow the routines. Children behave well. They listen to staff and enjoy small responsibilities.

Outcomes for children are good

Children make good progress in their learning. This includes children who have special educational needs and/or disabilities and those in receipt of funded education. Children develop confidence and independence. They can make choices about what they want to do and manage their own care needs. Children can share, take turns and play well in groups. Children are developing good communication, language and literacy skills. For example, children sit, listen and participate fully in circle-time sessions. They are eager to express their own thoughts and ideas. Children keenly practise writing their own names, draw identifiable pictures and share stories with their teachers.

Setting details

Unique reference number	EY500676
Local authority	Gloucestershire
Inspection number	1056321
Type of provision	Sessional 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	24
Number of children on roll	40
Name of registered person	St Philip and St James Playgroup Committee
Registered person unique reference number	RP904676
Date of previous inspection	Not applicable
Telephone number	07484 523570

Pip and Jim's Pre School registered in 2016. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school operates term time only. Sessions are available Monday from 9am to midday, and Tuesday to Friday from 9am to 1.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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