Little Pippins Preschool

Unique reference number (URN): EY395963

Address: Little Pippins Preschool, Pen Close, SWINDON, SN25 3LW

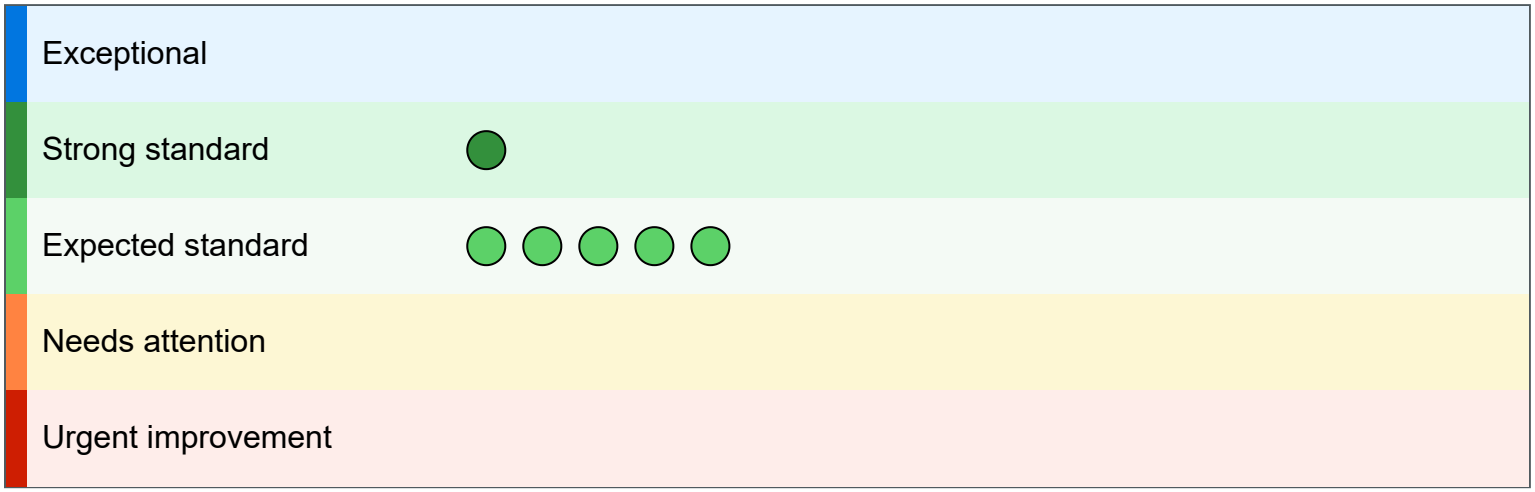
Type: Childcare on non-domestic premises

Registered with Ofsted: 14/07/2009

Registers: EYR, CCR, VCR

Registered person: Little Pippins Pre-School Greenmeadow

Inspection report: 16 June 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Inclusion

Strong standard

Leaders and staff demonstrate a highly effective and consistent approach to identifying, assessing and meeting children's individual needs. They use robust systems to observe, track and review children's progress. This ensures leaders identify any emerging concerns promptly. Staff are flexible and responsive, adapting routines and learning opportunities to meet children's needs. They work collaboratively with parents and carers, external professionals and other agencies to plan targeted support. This reduces barriers to children's learning and promotes an extremely inclusive culture across the pre-school.

Staff deliver highly effective provision for children with special educational needs and/or disabilities. They design individual support plans carefully and review them regularly, celebrating each child's strengths and next steps for learning. Staff apply a secure understanding of a range of additional needs. They adapt teaching, routines and the environment so all children access high-quality experiences. Staff use intensive interactions effectively to support children's individual communication needs and promote the development of early language skills. Early intervention is a key feature, enabling children to make progress from their starting points.

Leaders actively support children who face additional barriers to learning or wellbeing, including those known or previously known to social care. Staff provide sensitive and nurturing support. They maintain very effective multi-agency partnerships. Children feel safe, valued and included. Staff help them to develop the confidence and resilience to engage, achieve and thrive.

Expected standard

Achievement

Expected standard

Children typically achieve well across all areas of learning and demonstrate what they know and can do with increasing confidence. Children with special educational needs and/or disabilities, including those from disadvantaged backgrounds and children known or previously known to social care, engage fully in learning that is tailored to meet their needs. All children make progress from their starting points.

Children generally develop the essential knowledge and skills for their age and stage of development. Babies climb steps and move down slopes on small climbing frames. They show developing strength, coordination and early walking confidence. Older children show resilience as they persist and have a go in group tasks. They cooperate with others, solve problems and manage trickier tasks. Children communicate confidently, express their ideas clearly and form positive relationships.

Children show curiosity, independence and motivation. They apply their skills across different experiences and sustain their engagement in learning. Children are typically well

prepared for the next stage of learning and future success.

Behaviour, attitudes and establishing routines

Expected standard

Leaders typically promote clear expectations for behaviour, attitudes and routines and ensure consistency across the setting. Staff implement these expectations and create secure and predictable environments. Children understand what is expected and feel safe. Staff establish clear routines that help children to settle quickly, manage transitions and develop a sense of belonging. Leaders support children's attendance by adapting session times to meet families' needs.

Staff build warm and trusting relationships by getting to know children through settling-in sessions. They support children to move through the pre-school with familiar groups of friends, promoting confidence and security. Staff model positive interactions and support children to share, take turns and express their feelings appropriately. For example, all children take part in small-group activities matched to their age and stage. Younger children join in song times, while older children learn rhyming words in groups. This supports children's communication and confidence. Staff promote positive attitudes to learning by encouraging curiosity, engagement and perseverance.

Staff use inclusive approaches to behaviour and routines. They support all children, including those who are disadvantaged, those with special educational needs and/or disabilities and those known or previously known to social care, to understand expectations. Staff adapt strategies, interactions and routines to meet children's individual needs. This enables all children to participate, behave positively and develop independence. For example, staff give children 5-minute warnings before transitions, allowing them time to process changes and prepare.

Children's welfare and wellbeing

Expected standard

Staff typically provide effective care practices that meet children's individual needs. For example, they tailor their interactions to meet the developmental level of each child, helping children to feel valued and understood. Staff respond well to all children, including those who are disadvantaged, those with special educational needs and/or disabilities and those known or previously known to children's social care. They adapt approaches to reduce barriers and promote children's wellbeing and engagement.

Staff build secure and responsive relationships through the key-person system. Babies seek cuddles from staff when they need reassurance, showing deep attachments. Older children cuddle up with adults to share stories and confidently invite staff into their play. These interactions help children to feel safe, valued and ready to explore.

Staff support children's understanding of physical development, personal safety, health and wellbeing through consistent daily routines. They promote hygiene, healthy choices and adhere to safer sleep and eating guidance. All babies have their own sleep space, and staff carry out regular checks to ensure their safety. Children eat meals together, developing social skills such as sharing, turn-taking and conversation. They begin to use cutlery with increasing independence.

Staff help children to recognise and manage their emotions. They model language for feelings, offer reassurance and use stories to support children to understand and talk about emotions.

Curriculum and teaching

Expected standard

Leaders generally establish and sustain a clear and ambitious curriculum that identifies what children need to know and be able to do as they progress. They ensure the curriculum builds on children's starting points and is implemented in practice. Staff understand the intent and use it to plan meaningful and engaging experiences that promote children's development over time.

The curriculum offers purposeful opportunities for children to explore, investigate and deepen their learning through play. Staff play alongside babies in water. They support them to use their senses as they splash and explore, developing early wonder and awareness. Older children demonstrate curiosity as they confidently hunt for bugs in the garden. They use magnifying glasses to observe closely and extend their understanding of the natural world. Staff sequence learning so children revisit and build on prior knowledge. This supports children's growing confidence and independence.

Staff typically provide quality interactions. They model language, encourage thinking and engage alongside children to extend ideas. Ongoing assessment informs practice. However, when children engage with group and routine activities, staff do not always recognise when some children would benefit from learning opportunities being extended.

The curriculum and practice are inclusive. This ensures all children, including disadvantaged children, those with special educational needs and/or disabilities and those known or previously known to social care, can access and benefit from this. Staff adapt strategies, resources and interactions to ensure children are included and can participate fully in learning experiences.

Leadership and governance

Expected standard

Leaders typically maintain a clear vision for quality provision and ensure continuity in children's care and learning. They define roles and responsibilities clearly so that the day-to-day running of the pre-school remains stable and effective. Leaders demonstrate a secure understanding of the pre-school's strengths through ongoing self-evaluation and monitoring. They act promptly to address identified areas for improvement, including recognising the need to better support staff to extend some children's learning.

Leaders place children's best interests at the centre of their decision-making, with particular attention to those who are disadvantaged and/or have special educational needs and/or disabilities, including children known or previously known to social care. They use available funding effectively to support these children, targeting resources to close gaps in learning and promote inclusion. For example, the pre-school has achieved an accreditation for its commitment to inclusive practice, and staff have completed specific behaviour management training to support key children. Leaders build excellent relationships with parents and carers. Parents praise the pre-school for its tailored support. Leaders also work closely with external agencies to ensure fair access to learning opportunities.

Leaders prioritise staff wellbeing by managing their workloads, offering regular supervision sessions and maintaining open communication. Staff report they are very well supported and benefit from 'wellbeing days'. Leaders align professional development with key priorities. This improves practice and outcomes for children.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

What it's like to be a child at this setting

Children arrive happily and settle quickly, showing that they feel safe and secure in the pre-school. They form warm and trusting relationships with staff and actively seek out their friends. Children create their own narratives and engage in meaningful interactions during their play. They behave positively, share and take turns. Children develop effective social skills as they play alongside their peers. They move confidently through the pre-school, experiencing positive transitions between rooms and routines that support their sense of security and continuity. Children include one another and learn in an environment that values everyone, including those with special educational needs and/or disabilities, those who are disadvantaged and those known or previously known to social care.

Children enjoy their learning and engage enthusiastically in a wide range of experiences that reflect their interests. They benefit from rich opportunities, such as visits to theme parks and travelling zoo visits to the pre-school. Staff use these to broaden children's experiences and understanding of the world. Children explore resources with curiosity, sustain their attention and develop independence and confidence. They learn about a range of cultures and traditions, including those of their peers and staff. This helps children to develop respect and understanding of others. They learn to care for living things through hands-on experiences, such as looking after the pre-school's guinea pigs. Children benefit from tailored support that helps reduce barriers to learning and supports their progress from their starting points. Parents praise the pre-school's personalised approach.

Children develop a secure sense of belonging. They feel included and supported, see their uniqueness recognised and express themselves confidently. Children know others listen to and respect their views. They build positive relationships with their peers and staff. Children thrive in this nurturing environment. They follow routines and expectations confidently, which helps them to feel secure. Children attend regularly and engage fully in daily experiences. They develop the skills they need for their next stage in learning.

Next steps

- Leaders should ensure staff consistently extend learning for the most able children through high-quality interactions and planned opportunities.

About this inspection

The inspector spoke with leaders, staff, the special educational needs coordinator, parents and carers and children during the inspection.

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.

Inspector:
Sarah-Louise Clements

About this setting

Unique reference number (URN): EY395963

Address:
Little Pippins Preschool
Pen Close
SWINDON
SN25 3LW

Type: Childcare on non-domestic premises

Registration date: 14/07/2009

Registered person: Little Pippins Pre-School Greenmeadow

Register(s): EYR, CCR, VCR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 08:00 - 18:00

Local authority: Swindon

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 16 June 2026

Children numbers

Age range of children at the time of inspection

0 to 11

Total number of places

55

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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