

# Pirton Pre-School

Inspection report for early years provision

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**Unique reference number** EY422664  
**Inspection date** 03/11/2011  
**Inspector** Susan Parker

**Setting address** Pirton School, High Street, Pirton, HITCHIN, Hertfordshire,  
SG5 3PS  
**Telephone number** 07891 611 665  
**Email**  
**Type of setting** Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Pirton Pre-School originally opened in 1973 and changed its premises in 2011. It is a committee run pre-school. The pre-school operates from a purpose built building, situated in the residential area of Pirton village near Hitchin, Hertfordshire. The children will have access to one large room and one small room. There is a separate office for staff and parents to use. A separate fitted kitchen facility is available for preparing snacks. Children have access to suitable toilet facilities and a secure outdoor play area. The building has a ramp for wheelchair users.

A maximum of 32 children may attend the pre-school at any one time within the Early Years Foundation stage, of these none may be under the age of two years. The pre-school operates from 9am until 3pm each week day from Monday to Friday, during school term time only. Children receive funding for nursery education. Children in attendance come from a wide area, this includes other towns and villages in Hertfordshire. The pre-school is able to support children with learning difficulties or disabilities and those who have English as an additional language.

The preschool employs five staff, including the manager, who hold appropriate early years qualifications. There is one staff working towards level 3 qualification. Staff receive on-going training and support. The pre-school also receive support from the local authority and Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Pirton Pre-School is an inclusive setting where all children make excellent progress in their learning and development based on their starting points and capabilities. Children participate equally in a wide range of play opportunities, both indoors and outside, which cover all aspects of learning and exploration. Outcomes for children are outstanding and priority is given to ensuring children's safety and well-being. The play leader provides very clear leadership and is supported by their experienced staff, manager and committee. The organisation of staff input into planning is evolving.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further the organisation of planning meetings to ensure that all staff can participate fully.

## **The effectiveness of leadership and management of the early years provision**

Procedures for safeguarding children are outstanding as staff understand their responsibilities and are fully aware of the procedure to follow should they have a concern. The setting has robust recruitment and vetting procedures in place and robust policies and procedures to monitor children's safety at all times. The promotion of children's welfare is central to the pre-school's work. There are clear procedures for the administration of medication and the recording of accidents and injuries. All records are well maintained and securely stored and risk assessments are carried out regularly in order to monitor the safety of the indoor and outdoor learning environment.

The effective organisation of the setting contributes well to the children's welfare and the outstanding progress they make. The play leader and the experienced staff team are regularly involved in decision-making and are highly ambitious for the setting. Staff morale is high as a result. They have an outstanding knowledge of the needs of children in the early year's age group. However, as some staff work part-time, they are not always fully involved in the planning. The setting is establishing evaluation procedures which effectively identify and action the strengths and weaknesses of the pre-school to promote the best rates of development in all areas. Regular staff meetings and appraisal discussions provide outstanding opportunities for sharing information. Staff are experienced and efficient in identifying any barriers to children's success and use specialist support agencies to overcome them. Equality and diversity are fully included in all aspects of planning and provision of exciting and challenging activities, to ensure that all children can participate fully in their pre-school daily life. As a result, all children to make outstanding progress.

There is an excellent partnership with parents and carers and other Early Years Foundation Stage providers, which fully supports coherence of welfare learning and development across all settings that the children attend. External supportive agencies are also fully involved with the children, ensuring that they receive all the support they need to reach their full potential. Parents and carers receive and share high quality information on the children's progress and ways in which they can support their learning at home. The staff have worked hard creating attractive, child friendly areas inside and outside the new building. Posters, photographs and children's art works are used well to provide information on children's experiences and the Early Years Foundation Stage framework. The setting has an outstanding partnership with the local school and the local authority which contributes well to the quality of assessment, planning and successful transfer procedures.

## **The quality and standards of the early years provision and outcomes for children**

Regular observations of children's achievements and developmental progress are used well to meet individual needs and identify the next steps in their learning. Established procedures to identify and compare the progress of different groups of

children promote good rates of development in all areas. Children are very independent and quickly develop high levels of self-confidence. Staff make very good use of vibrant and exciting resources, including information and communication technology, to promote learning and to engage children in decision-making. Children's positive contribution is good as a result. The setting encourages children to have a strong sense of adventure and children move freely between physically challenging activities, outdoors and inside. There are many opportunities for children to climb, roll, run, jump and dance. For example, they thoroughly enjoy the climbing frame and their imagination turns it into a pirate ship. Staff are skilled at extending children's play to promote children's skills. For example, children playing with balls and hoops enjoyed the opportunity to practice aiming and throwing the balls through the coloured hoops that the adult was holding. They wash their hands independently before eating and fresh drinking water is constantly available. Children are very involved in choosing and accessing for themselves, a healthy choice of snacks. They grow their own fruit and vegetables as well as herbs and sensory plants, such as, lavender, rosemary and thyme. This further contributes to their very good understanding of healthy lifestyles. Children feel safe and learn how to handle appropriate equipment in practical situations. Gardening tools, scissors and cutlery are tools which the children learn to use safely and competently due to the teaching of staff. They have an excellent understanding of safe and unsafe situations and respond well to clear rules and guidance.

Children are inquisitive and enjoy exploring the natural world. They plant, dig and harvest assorted crops in the garden as well as exploring trays of soil, conkers, leaves and bark. Children's literacy and numeracy skills are promoted well through assorted and familiar songs, puzzles and games. Many opportunities for early writing and counting skills ensure children take pride in writing letters and recognising everyone's name on their name cards. The very good use of labels promotes early reading skills. Adults participate well in children's role play to increase their knowledge and understanding of life. These skills prepare children well for their future learning. Children celebrate a number of religious and cultural festivals and an excellent range of toys and other resources promote positive images of the diversity of their world. There are well planned areas for children to relax and pursue quiet activities during their busy days. As a result of the outstanding quality of the provision, the needs of individual children are very well met. Children with special educational needs and/or disabilities and children for whom English is an additional language, are fully included and make outstanding progress based on their starting points and capabilities.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met