

Pelham Pre-School

Stocking Pelham Village Hall, Stocking Pelham, Nr Buntingford, Hertfordshire, SG9 0HZ

Inspection date	15/05/2014
Previous inspection date	10/02/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy and confident when at pre-school. This is because staff work hard to build trusting relationships with parents and ensure the environment is warm and welcoming.
- Children are well protected in the pre-school as staff have a good understanding of their responsibilities for identifying and reporting concerns about children in their care.
- Children benefit from well planned, adult-led activities. This is because staff have a good understanding of how to enhance children's critical thinking and promote learning effectively by the use of questioning and comment.
- Partnerships with other professionals and providers are well established and as a result, children requiring additional help in their early years are supported in a coordinated way.

It is not yet outstanding because

- There are occasions when some staff overlook opportunities to extend learning to the very highest level during children's self-chosen activities.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main room and in the outside learning environment.
- The inspector held a meeting with the manager and spoke with children and staff at appropriate times throughout the inspection.
- The inspector and manager took part in a joint observation.
- The inspector took the views of parents into account.
- The inspector looked at children's learning journals, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.

Inspector

Jacqueline Baker

Full report

Information about the setting

Pelham Pre-school was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group is managed by a committee and operates from the village hall in Stocking Pelham, near Buntingford, Hertfordshire. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs five members of childcare staff. All hold appropriate early years qualifications, including one member of staff with Early Years Professional Status. The pre-school is open from 9.15am until 2.15pm, Monday, Tuesday, Wednesday and Thursday. On Friday, the pre-school opens between 9.15am until 1pm. The setting opens during term times only. There are currently 29 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance children's progress even further by ensuring that all opportunities to extend children's learning are maximised, especially during self-chosen activities.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff at the pre-school provide a stimulating and welcoming environment where children are able to follow their own interests and learn through play. As a result, children arrive in the morning with great enthusiasm. They confidently leave their parents at the door and are soon fully engaged in activities with their friends. Focused adult-led activities with small groups of children are carefully planned and support children's learning well. Staff skilfully lead discussions during these times using open questioning and comment to promote children's thinking and develop their knowledge and understanding. For example, children learn about different fruits as they make fruit salad. Staff encourage children to discuss the shape and size of each one and introduce mathematical concepts, such as 'more than' and 'less than'. They consider texture, appearance, and colour, and discuss which parts can be eaten and which should be discarded. At these times, even the less confident children join in happily and contribute their ideas. Children also enjoy plenty of opportunities to choose their own activities and follow their own interests. This encourages children to be active and inquisitive learners. However, occasionally the high level of skilful interaction and teaching seen during the focused activities is not always utilised at these times and some learning opportunities are missed. Nevertheless, children progress well towards their early learning goals and enhance their abilities appropriate to their stages of

development.

Children's communication skills are fostered well during activities as staff engage them in delightful discussions. Gestures and visual communication systems are used effectively to help those with special educational needs and/or disabilities, and those requiring support in this area. Staff also learn key words in different languages to support those learning English as an additional language. As a result, children generally become confident talkers who are able to convey their wants and needs successfully. Staff recognise these skills are vital to children's future learning, especially for those moving to school in the coming months. Literacy is promoted throughout the pre-school by displays of meaningful text in the environment, a well-resourced library and plenty of opportunities to practise early writing.

Staff observe children and make accurate assessments of their development. They plan children's next steps carefully and in this way, children's continued good progress is supported. Parents are well informed of their children's progress and are valued as partners by staff. Daily discussions take place with the key person and parents have free access to children's 'Learning Journey' records. Activities and books to encourage learning at home are shared with parents and in this way children's learning is well supported. All in all, the pre-school provides a good early years experience for all children.

The contribution of the early years provision to the well-being of children

Partnerships with parents is effective and this means staff are well informed about children's care needs and preferences. Children are happy and confident at pre-school and they demonstrate this as they independently move around the setting and follow routines. The key person system is good and staff are knowledgeable about children's individual backgrounds. Consequently, children build strong attachments to staff and friends alike. For example, children's good health is promoted well by nutritious snacks and the use of frequent reminders about wearing sun hats during hot weather.

In all weathers, children enjoy free access to the outside area where they can continue their learning. Here, children can develop their physical skills as they learn to climb, ride bikes and practise balancing along small equipment. These playful experiences also give children the opportunity to take small risks and learn how to keep themselves and their friends safe. Staff are vigilant to children at this time and offer gentle reminders about using the slide safely and being careful as they peddle tricycles too near to others. Children generally behave well because staff have high expectations and share consistent messages about what is and what is not appropriate behaviours at pre-school. Staff encourage children to be independent in their self-help skills and ensure they have safe access to toilets and wash hand basins. Children quickly learn these essential routines and confidently access the facilities, wash and dry their hands independently after using the toilet and before preparing food. The pre-school is well resourced and therefore children are able to make positive progress across all seven areas of learning. The environment is bright and attractively decorated with examples of children's artwork. This boosts children's self-esteem and supports their feeling of belonging to the group. Children starting at the pre-school do so gradually and make several visits with their parents. These

good opportunities enable children to be emotionally well prepared for changes in their lives and help them to widen their experiences effectively.

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

The manager has a good understanding of her responsibilities to ensure that practice meets the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. She and the staff have a good understanding of safeguarding procedures and know how to identify and report concerns they may have about children in their care. Policies and procedures support their work well and all staff have a good understanding of how to implement them in practice. Recruitment procedures are in place and include background checks and an induction to the pre-school. Staff meetings, appraisal and supervisions are embedded and this means that staff remain suitable for the role. Staff are keen to develop their knowledge and skills. They attend training sessions whenever possible and are eager to cascade information to colleagues and the manager at staff meetings. The impact of their training is evident and as a result children benefit from their enhanced skills and knowledge.

Self-evaluation is used effectively and encompasses the opinions of all staff, parents, children and others. Improvements are well targeted to promote children's learning and currently this means further developing the outside space. Monitoring of educational programmes are effective and ensures that children benefit from a wide range of experiences to help them progress towards the early learning goals. Staff also have systems in place to monitor children's progress and abilities. This means that where necessary, children receive appropriate interventions to meet their individual needs.

Partnerships with parents are strong. They share their comments and ideas in questionnaires, and in daily discussions with staff as they collect their children at the end of the session. Parents describe how children thoroughly enjoy coming to pre-school and amongst other aspects, have made good progress in their counting skills and recognising letters and sounds. Parents also recognise the very strong partnerships that exist between outside agencies and other providers of the Early Years Foundation Stage. These are especially successful for those children who need specialist intervention and for those moving to school in the near future. This well-coordinated approach to children's welfare and learning means that they are well supported to make good progress no matter what their starting points are.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	127815
Local authority	Hertfordshire
Inspection number	870972
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	29
Name of provider	Pelhams Pre-School Committee
Date of previous inspection	10/02/2011
Telephone number	01279 777939

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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