

The Pines Pre School

The Community Centre, Pinehurst Estate, Birdie Way, Hertford, Hertfordshire, SG13 7SX



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| Inspection date | 15 July 2015 |
| Previous inspection date | 10 February 2011 |

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

Summary of key findings for parents

This provision is good

- Staff plan a range of interesting activities and enjoyable experiences for the children. This means children are well motivated, showing perseverance and enjoyment in their learning and they are well prepared for school.
- Staff form strong and trusting relationships with the children, which means they are fully supported with their emotional needs and are confident, happy and secure.
- The behaviour of the children is very good, supported by staff who are good role models, which means that children cooperate with each other and communicate their needs well.
- The pre-school leader and manager are knowledgeable and very committed to ensuring continuous improvement in order to provide the best possible learning environment for the children. This means the children make good progress and are very well safeguarded.
- Parents have a strong relationship with the pre-school and are welcomed into the setting. As a result, they feel supported and informed about their children's progress and well-being.

It is not yet outstanding because:

- All practitioners do not yet demonstrate the very good level of expertise shown by the majority of the staff. This means that teaching is not always of the highest quality.
- Children are not always given opportunities to be independent at snack time.

What the setting needs to do to improve further

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

- raise the level of teaching provided by all staff, enabling them to share good practice in order to ensure all children benefit from consistently high-quality teaching
- increase the children's level of independence particularly during their involvement in snack time.

Inspection activities

- The inspector looked at the areas used for childcare.
- The inspector observed the quality of teaching and looked at planning and monitoring of children's progress.
- The inspector spoke with the staff, children and parents at appropriate times during the inspection.
- The inspector observed a range of children's activities.
- The inspector carried out two joint observations with the pre-school leader.
- The inspector held a meeting with the pre-school manager and leader and looked at documentation, such as the pre-school policies and suitability of staff to work with children.

Inspector

Lynn Weeks

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children are given opportunities to be involved in a wide range of interesting activities and they are encouraged to be active and independent learners. For example, during a painting activity, a child demonstrated very good problem-solving skills by finding alternative ways to make a butterfly print. Other children independently chose to make cards using good early writing skills. Children use their imaginations well and work cooperatively together. Most staff are skilled facilitators, encouraging and extending each child's learning by careful questioning and observations. Consequently, children make very good progress; they are well motivated and show high levels of perseverance, acquiring the skills they need to equip them for starting school. However, on occasions, teaching is over directed, which means that children do not always have opportunities to become fully engaged in their learning.

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

Staff form strong bonds with all the children, who feel safe and secure in the setting. Staff are very good role models; helping children to manage their feelings, behave well and express themselves clearly. Consequently, children are confident, respectful and caring towards each other. Children are beginning to gain an understanding of risk taking, such as when using the climbing frame in the outdoor area. The environment is well resourced, welcoming and stimulating. The processes in place for settling new children are tailored to suit individual children's needs. Healthy choices are encouraged by providing fresh fruit at snack time and giving children opportunities for fresh air and exercise during the morning. Children show good levels of independence in many activities, such as putting on their own coats, but they have fewer opportunities to be independent at snack time.

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

Staff demonstrate a secure understanding of the areas of learning and development in the Early Years Foundation Stage, by providing a wide range of learning experiences for the children. Assessments of what children know and can do are completed accurately and this information is used well when planning how to extend and develop their learning further. This ensures all children make good progress. Children are well safeguarded through thorough recruitment processes. Staff clearly understand the importance of keeping children safe; safety procedures are comprehensive. The performance management system is robust and staff are encouraged to attend further training to enhance their professional development. Staff are supported to gain qualifications and use this expertise well to promote children's learning and development. Parents are welcomed into the setting and greatly appreciate the way in which the staff work very closely to maintain strong home and nursery links. The pre-school leader and the manager work as a highly effective team, ensuring the process for self-evaluation and continuous improvement is well embedded.

Setting details

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| Unique reference number | EY284024 |
| Local authority | Hertfordshire |
| Inspection number | 861171 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 26 |
| Number of children on roll | 26 |
| Name of provider | The Pines Pre-School Committee |
| Date of previous inspection | 10 February 2011 |
| Telephone number | 01992412083 and 07989434772 |

The Pines Pre School was registered in 2004. The nursery employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or 3. The nursery opens from Monday to Friday during term time only. Sessions are from 9.30am until 12.30pm with a lunch club from 12.30pm until 1.30pm on Tuesday, Wednesday and Friday. The nursery provides funded early education for two-, three- and four-year-old children.

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