

Pinner Parish Pre-School

St. John The Baptist Church Hall, Pinner Parish Church, Church Lane, Pinner, Middlesex, HA5 3AA



Inspection date

Previous inspection date

15 September 2015

8 September 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Teaching is good and children make good progress. The well-qualified staff understand how children develop and build on their eagerness to learn. They accurately assess their development and provide a range of experiences that meet children's individual needs. Children are well prepared for the next stage in their learning, or school.
- Staff work closely with other support agencies and parents. They follow programmes that provide support for children's needs and make adjustments to the environment and resources where necessary. This enables children to learn and develop well.
- Children develop a strong bond with their key person. Staff use good settling-in routines, such as play sessions in the half term before children attend, followed by shorter initial sessions. Detailed information completed by parents help staff to fully support children's learning and development and well-being.
- Leadership is strong and the management team's commitment to continuous improvement is evident. They review and critically evaluate their practice. The manager frequently observes staff and gives feedback to help them to reflect on their practice. Staff have diligently addressed all recommendations made at the last inspection.

It is not yet outstanding because:

- The manager and staff are yet to embed the progress tracking of individual and groups of children to identify any gaps in learning in order to make changes to provision.
- Staff do not work as effectively as possible with all other settings that children attend, to ensure continuity in children's learning and enhance progress further.

What the setting needs to do to improve further

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

- embed the system for tracking and monitoring the progress made by different groups of children to make sure that any gaps in learning are quickly addressed
- build on the partnerships with other childcare settings that children attend to more effectively support continuity in their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager and discussed their findings.
- The inspector held a meeting with the pre-school manager and previous manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector held a short meeting with the chairperson of the management committee.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Lynne Talbot

Inspection findings

Effectiveness of the leadership and management is good

Regular reviews of all procedures ensure that the safeguarding and welfare requirements of the Early Years Foundation Stage are met. The arrangements for safeguarding are effective. Staff update their knowledge by completing regular training. Recruitment and induction are robust and new staff receive reviews of their work to ensure they fully understand their role. Staff introduce children to new cultures and languages. Parents translate key words and staff provide books in dual languages. Children share activities and they join in with celebrations and find out about famous landmarks in other countries. For example, children make models of the Eiffel Tower and enjoy a festive cake eaten in France on New Year's Day. Staff ensure that all children, including those who speak English as an additional language, make good progress. However, the devised method of tracking the progress of groups of children to identify any gaps in learning is new and not yet fully embedded.

Quality of teaching, learning and assessment is good

Staff understand the learning and development requirements of the Early Years Foundation Stage. They offer high-quality information about children's learning to parents regularly. Parental contributions in children's learning files play a significant part in planning for next steps in learning. Children play in an environment that is rich in labels and words. They use a wide selection of materials to make marks and start to write, such as brushes with water, writing on clipboards and large sheets of paper taped to the floor. Role-play activities, such as a zoo, reinforce children's experiences of trips they have undertaken. Children explore their community. They embark on outings and practise counting when buying items from shops or paying for tickets for the train. Staff generally work well in partnership with other providers, such as childminders. However, they are yet to fully establish relationships with those settings with whom they have no direct contact.

Personal development, behaviour and welfare are good

Staff are good role models who take every opportunity to promote positive behaviour. Children play a role in their own learning. They choose activities and make decisions on what to add to their learning files. Children learn that their views are important and their opinions and comments are recorded in their files and used towards their planned next steps in learning. Children competently select and serve their own snacks and drinks. They independently wash their cups and plates when they have finished eating. Children are active both indoors and outside. They have opportunities to climb, ride bikes and crawl through tunnels. Children also investigate the natural world, for example, by observing the lifecycle of butterflies and frogs.

Outcomes for children are good

All children make good progress given their starting points. They manipulate materials and persist with activities. For example, they use magnifying glasses to observe toy insects and creatures hidden in sand and water before talking about what they have found and how it relates to what they have seen outdoors.

Setting details

Unique reference number	509021
Local authority	Harrow
Inspection number	1027483
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	19
Name of provider	Pinner Parish Pre-School Committee
Date of previous inspection	8 September 2010
Telephone number	07949 363325

Pinner Parish Pre-school was registered in 1992. The provision employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The manager holds an early years qualification at level 6. The provision opens from Monday to Friday all year round. Sessions are from 9.30am until 12.30pm. The provision provides funded early education for two-, three- and four-year-old children. The provision also supports children who speak English as an additional language.

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