

Pinner Centre Pre-School

Pinner Youth & Community Centre, Chapel Lane Car Park Chapel Lane, Pinner,
Middlesex, HA5 1AA



Inspection date

Previous inspection date

13 October 2015

19 May 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 practice is effective. Staff know how to engage well with all children to extend their interests and motivate them to learn. Therefore, all children make good progress in their learning and development.
- Staff implement a robust key-person system. As a result, children form strong bonds and confidently approach staff for reassurance. This promotes children's emotional well-being.
- Leaders work closely with staff and parents to evaluate the quality of the provision and identify areas for development. This shows their commitment to driving forward continuous improvement.
- Staff establish strong partnerships with parents and other professionals to meet the needs of all children continuously. They use a range of approaches to engage parents, such as social events and inviting them to play sessions.
- Leaders monitor children's progress accurately and work closely with external agencies to provide additional support to ensure all children reach their full potential.

It is not yet outstanding because:

- Staff do not use all opportunities to extend children's creative and imaginative skills fully at times.
- Children do not always have suitable access to available equipment to help them learn about technology in order to increase their knowledge and skills further.

What the setting needs to do to improve further

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

- increase all opportunities throughout the daily routine for children to broaden their imagination and creative skills
- extend opportunities for children to explore a suitable range of equipment to strengthen their skills in using everyday technology.

Inspection activities

- The inspector observed staff and children's interactions during play activities indoors and during outdoor play.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with parents during the inspection to seek their views.
- The inspector held discussions with the manager, staff and children.
- The inspector sampled the setting's policies and children's development records.

Inspector

Natasha Blackwell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders promote children's safety, learning and development effectively. In addition, the manager and staff have good knowledge of safeguarding procedures, and know how to refer any concerns about a child's welfare. The manager regularly offers staff guidance and support, such as through their initial induction and ongoing supervision. Staff continually enhance their skills through training. For example, after attending training on supporting children who have special educational needs, staff have improved processes for identifying children in need of extra support. This contributes to improving teaching practices to ensure children achieve good outcomes. The manager oversees children's progress and welfare needs effectively; through the effective use of monitoring systems, she identifies the ability of all children and uses this information to support staff to plan precisely.

Quality of teaching, learning and assessment is good

Staff provide stimulating and interesting activities to motivate children to learn. For example, children pretend to be chefs in the home corner using real vegetables to chop up and make soup. Staff use their observations and information gained from parents well to plan for children's individual interests. For example, they set up the environment effectively to enable children to make choices about their play. Overall, this helps children to be independent and choose activities and resources that interest them, so they enjoy their play. Staff work extremely closely with the parents, which provides continuity of learning between home and playgroup. For example, staff invite parents to stay and share experiences, such as those related to their cultural beliefs.

Personal development, behaviour and welfare are good

The children have highly positive relationships with staff and one another. They behave well and get along. For example, children work together to build animals out of construction resources. The key-person system is effective and staff react quickly to the needs of the children. For example, key persons are always nearby to offer comfort if a child becomes upset. Children settle quickly, are confident within their new environment and learn to make independent choices. They learn to manage their personal hygiene routines, such as using the toilet and hand washing. Children are confident communicators, and show kindness and respect towards one another during play. They are learning the necessary skills to help them prepare for school.

Outcomes for children are good

All children make good progress. Staff work well together and involve other professionals to support children to gain the skills they need to start school, and progress further in their learning.

Setting details

Unique reference number	509096
Local authority	Harrow
Inspection number	846851
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	26
Name of provider	Pinner Centre Pre-School Committee
Date of previous inspection	19 May 2010
Telephone number	020-8868-8865

Pinner Centre Pre-School registered in 1992. It operates in Pinner. The setting opens Monday to Friday, during term time only. Sessions run from 9.15am to 12.15pm, and currently extend to 1.15pm on Wednesday. The provider employs seven staff; of these, six hold relevant early years qualifications and one who is working as a volunteer. The provider receives funding for free early education for children aged two, three and four years.

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