

# Preston Nursery School

Preston Village Hall, School Lane, PRESTON, Hertfordshire, SG4 7UE



## Inspection date

9 May 2016

Previous inspection date

8 February 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Children excel in this highly nurturing setting and are exceptionally well prepared for school. Staff expertly guide children in gaining advanced skills for their age in communication, mathematics and early writing and reading.
- Staff have in-depth knowledge about their key children's individual learning and development needs. They plan exciting activities that are precisely matched to children's needs and interests. This helps children become confident and enthusiastic learners who remain fully motivated and engaged throughout sessions.
- The provider leads a well-established staff team. They work very effectively together and are clear on their roles and responsibilities. Staff share the same high expectations of what children can achieve and constantly reflect on how to provide the best possible opportunities.
- Parents are provided with a wealth of information about the setting and how they can support their children's personal development and learning. Excellent relationships with local schools and settings contribute to children settling very easily when they move on to school.
- Staff are creative in maximising every bit of indoor and outdoor space within the nursery and local surroundings. This provides a superb range of stimulating, rich and challenging learning experiences that children thoroughly enjoy.
- Children rapidly learn to take responsibility for their personal care. Staff are excellent role models in helping children to develop good manners, social skills, independence and understanding of healthy practices.

## What the setting needs to do to improve further

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

- continue to embed peer observations as part of the professional development programme to further evaluate and enhance the already excellent quality of teaching.

### 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 provider.
- The inspector spoke to the provider, staff and children throughout the inspection.
- The inspector looked at relevant documentation, including the nursery's self-evaluation, evidence of the suitability of staff working in the nursery, children's assessment records and planning.
- The inspector spoke to a number of parents during the inspection and took account of additional written views.

### Inspector

Hilary Preece

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

The arrangements for safeguarding are effective. Staff robustly follow procedures and work with agencies, in order to protect children. They are well trained and knowledgeable about issues affecting children's well-being. All staff hold first-aid certificates and respond swiftly to accidents and incidents. Staff are extremely well supported through the supervision and training programme, helping to enhance their teaching skills and knowledge. The provider recognises the importance of continuing the more objective way of using peer observations to performance manage the staff. Precise and thorough monitoring contributes to the high standards achieved. Feedback from parents and carers is entirely positive. One describes the nursery as, 'Phenomenal.' Others report how their children rapidly gain confidence, develop articulate speech and even learn songs and count in French. All parents wholeheartedly confirm that children are extremely well prepared for school.

### **Quality of teaching, learning and assessment is outstanding**

Teaching is consistently of a high quality. Staff successfully use a well-established routine to maximise learning opportunities. Children benefit from the excellent balance of adult-led activities and child-led play. This helps them learn specific skills as well as play and explore freely based around their interests. Planning is very flexible yet focused. For example, boys' interest in pirates led to extended opportunities for early writing and the development of hand-to-eye coordination as they made treasure maps and pirate ships. Assessment of children's learning is rigorous. All activities are planned with very clear learning intentions and evaluation is meticulous. This helps staff to monitor and track children's progress accurately.

### **Personal development, behaviour and welfare are outstanding**

Staff expertly help children to settle quickly on arrival. Children eagerly join in with play and activities. They demonstrate positive relationships with their key person and other familiar adults. Children's behaviour and understanding of rules is exemplary. They demonstrate through their actions that they have a mature awareness of how to keep themselves, and others, safe and well. Staff use highly effective and consistent methods to help children learn about expectations. An example of this takes place on outings to the woods. Children learn about dangers and how to keep safe, but also how to take risks in a controlled environment. This helps them develop exceptionally high levels of confidence, independence and enjoyment and supports their physical and emotional well-being.

### **Outcomes for children are outstanding**

All children make rapid progress from their starting points. Staff work diligently with parents and professionals to enable children with disability and those in receipt of additional funding to fully participate in all activities and achieve the skills needed for their future learning. Staff place great emphasis on developing children's confidence and communication initially, then over time skilfully extend learning. As a result, many children have an advanced knowledge of letters and sounds, confidently write their names and ably use numbers by the time they leave the nursery.

## Setting details

<b>Unique reference number</b>	146756
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	854234
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Jenny Woolner
<b>Date of previous inspection</b>	8 February 2011
<b>Telephone number</b>	01462 438985

Preston Nursery School was registered in 1988. The nursery employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 2 and three at level 3. The nursery opens from Monday to Thursday during term time only. Sessions are from 9am until midday and midday until 3pm. There is a lunch club between midday and 1pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

