

# Pelham Pre-School

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



**Inspection date** 28 November 2017  
Previous inspection date 15 May 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children are enthusiastic learners who are keen to learn and investigate. They engage in a rich range of interesting learning experiences, indoors and outdoors. For example, they learn about life cycles as they observe chicks hatching from their eggs.
- Staff develop strong relationships with parents. There is an effective two-way flow of information to aid children's care and learning. Parents describe the well-qualified team of staff as 'angels' who are consistently 'kind and caring'.
- The manager supports staff in their continued professional development. The motivated staff team share their individual skills with each other. They receive regular supervision meetings and have good training opportunities. Recent training has further enhanced their knowledge of specific methods to support children who have special educational needs and/or disabilities.
- Children form warm and caring bonds with all members of staff and their key person who know them very well. Children show high levels of self-confidence as they proudly hang their Christmas decoration on the Christmas tree, and eagerly talk about previous experiences with visitors.

### It is not yet outstanding because:

- Although staff gather detailed information from parents about their child's learning on entry, they do not make the best possible use of this to precisely inform planning from the outset.
- Staff do not fully support children to use their home language to enhance their speaking skills.

## What the setting needs to do to improve further

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

- make the best possible use of the initial information sought from parents to precisely inform early planning
- enhance opportunities for children to develop and use their home language.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation and evidence of the suitability of staff working at the pre-school and committee members.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Lorraine Pike

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff are aware of the procedures for identifying and responding to any concerns about a child's welfare. Children's safety is at the heart of every member of staff. The manager thoroughly monitors children's progress, including specific groups of children. The whole staff team are reflective and regularly evaluate the provision they offer. Their commitment helps them to drive forward identified areas for improvement. Staff work closely with other professionals and parents to effectively help children who have SEN and/or disabilities make good progress. Successful partnerships with staff at other settings that children attend effectively supports their continuity of learning.

### Quality of teaching, learning and assessment is good

Staff create a welcoming and inviting environment where children are motivated to learn. Children develop the small muscles in their hands to help prepare them for writing. For instance, they persevere at threading different coloured wool through the small holes in plastic mesh to create a firework picture. Children demonstrate a keen interest in books. They retell stories from the pictures on the pages and eagerly select a book to take home and share with their parents. Children have fun experimenting with a wide range of materials that stimulates their senses. For example, they explore how cotton-wool balls feel on their cheeks and use their hands to mix shaving foam with paint to create new colours. Children positively respond to the staff's use of questioning. They use complex sentences to describe in detail the features of animals, such as tigers and giraffes.

### Personal development, behaviour and welfare are good

Children behave well, use good manners and demonstrate respect towards each other. They are learning to solve minor disputes independently. Children follow a good hygiene routine. Staff effectively provide children with positive messages about the importance of a healthy lifestyle. Children demonstrate a strong sense of responsibility for their environment. They eagerly help to tidy away the activities they have finished playing with and carefully reposition a decoration that has fallen from the Christmas tree. Children develop good physical skills; they balance on stepping stones and pedal tricycles.

### Outcomes for children are good

All children make good progress in relation to their starting points. Children count and sort beads according to their colour. They identify numbers, make predictions and solve simple mathematical problems, such as addition and subtraction. Children recognise their own name and are beginning to write some letters. They are independent individuals. Children manage their own outing clothing and organise their personal belongings. They gain the necessary skills needed to help prepare them for their future learning.

## Setting details

<b>Unique reference number</b>	127815
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1087606
<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>	24
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Pelhams Pre-School Committee
<b>Registered person unique reference number</b>	RP523775
<b>Date of previous inspection</b>	15 May 2014
<b>Telephone number</b>	01279 777939

Pelham Pre-School registered in 1993 and is managed by a voluntary committee. It employs five members of childcare staff. Of these, three hold early years qualifications at level 3. The pre-school operates from 9am until 2.45pm, Monday to Thursday, during term time only. It provides funded early education for two-, three- and four-year-old children.

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