

The Hermitage Pre-School

The Hermitage, Wilford Road, Ruddington, Nottinghamshire, NG11 6EL



Inspection date

11 December 2017

Previous inspection date

11 December 2014

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

- Practitioners provide a warm and nurturing environment and help children form strong emotional bonds. They treat all children as individuals with their own unique interest, and help to promote their independence in all areas of their development. Children form a secure attachment to their key person and settle very quickly.
- The new manager reviews the provision well as part of her leadership role. Clear future plans show how improvements are aimed at supporting children's outcomes. The management committee works closely with all practitioners to provide a safe, welcoming and well-organised learning environment.
- Practitioners are good role models. They teach children to use good manners and to treat one another with respect. Children behave well.
- The management committee and manager follow rigorous recruitment, mentoring, supervision and appraisal processes to support the ongoing suitability of practitioners.
- Parents are very complimentary about the pre-school and its practitioners. They appreciate their flexibility and the very good care that practitioners offer their children.

It is not yet outstanding because:

- At times, planned whole-group activities are too adult led, which occasionally leads to younger children becoming distracted.
- Although partnership with parents is good overall, practitioners do not gather detailed information from parents when children first start at the pre-school about their existing skills and abilities.

What the setting needs to do to improve further

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

- review the planning of large-group activities so that younger children are supported to engage well, extend their own thoughts and ideas and learn as much as possible
- gather more detailed information from parents when children first start at the pre-school about their existing skills and abilities, to support learning and development from the outset.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and chair of the committee. She looked at relevant documentation and evidence of the suitability of practitioners working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Susan Riley

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management committee and all practitioners are clear about the signs that would raise concerns about a child's welfare and know how to refer these to the relevant agencies. A good risk assessment process is used to help minimise harm towards children and to help them to develop an early understanding of how to keep themselves safe. Practitioners keep children safe and ensure that the premises are secure. For example, they monitor children, parents and carers carefully as they enter and leave the sessions. The manager works with practitioners to identify suitable training opportunities to enhance their teaching skills and knowledge of the early years. All areas of the setting are very well organised. The manager monitors children's progress effectively to identify any patterns or gaps in learning and address these.

Quality of teaching, learning and assessment is good

Practitioners have a good understanding of how children learn through play. They use the observations and assessments that they complete to keep children motivated and engaged overall. Practitioners help children to become curious and inquisitive learners. They encourage children to learn how to keep themselves clean as they talk with them as they bath the dolls. This also helps to develop children's speech as they talk about their bath time at home. Practitioners routinely and skilfully support children's communication, including those who are learning English as an additional language. For example, children are encouraged to talk about what they have painted or made with the play dough. Children are motivated to explore and investigate. Practitioners provide a good range of learning activities that reflects children's interests well.

Personal development, behaviour and welfare are good

Children move confidently about the play space and freely choose activities and resources that follow their own interests. Practitioners encourage children to eat a healthy diet and children help to prepare a range of nutritious snacks. Practitioners support children to adopt good hygiene habits to minimise the spread of germs. They help children to develop their physical skills, such as moving their bodies in different ways. For example, they slither across the floor like a snake. Practitioners provide a wide range of opportunities to help children learn about people and communities beyond their own experiences. They help children to explore the world around them and their immediate community. For example, they visit the surrounding areas and local church, to help them learn about different cultures and festivals.

Outcomes for children are good

Children make good progress from their starting points. They are gaining the necessary skills for their future learning and their eventual move on to school. Children are learning to recognise their own name in print as they register themselves when they arrive. This helps them to build early literacy skills. Children demonstrate good levels of concentration during activities that interest them. Children show they are proud of their efforts and respond positively to the praise they receive.

Setting details

Unique reference number	253414
Local authority	Nottinghamshire
Inspection number	1103317
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	32
Name of registered person	The Hermitage Pre-School Committee
Registered person unique reference number	RP909824
Date of previous inspection	11 December 2014
Telephone number	07923487030 am only

The Hermitage Pre-School registered in 1967 and is managed by a parent committee. The pre-school employs six childcare practitioners. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, during school term time. Sessions are from 8am until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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