

Pickles Pre-School

CHERRY TREE PRIMARY SCHOOL, Berry Avenue, Watford, WD24 6ST



Inspection date 27 February 2018
Previous inspection date 14 May 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

- Staff implement successful arrangements to help children to swiftly settle into the pre-school. Secure partnerships with schools and other providers that children move on to enable them to build early relationships with their new teachers.
- Staff form strong partnerships with parents and involve them in every aspect of their children's learning. Parents receive detailed feedback about their children's good progress and the activities they have enjoyed. They describe the staff as friendly and an extension of their own family.
- 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 caterpillars that transform into butterflies.
- The well-qualified and dedicated staff team is reflective and regularly evaluate the provision they offer. They actively seek the views of parents, children and professionals. Their commitment helps them to drive forward identified areas for improvement.

It is not yet outstanding because:

- Staff do not consistently make the best use of their frequent and detailed observations to focus precisely on what children need to learn next to help them to make the best possible progress.
- The current supervision arrangements are not yet thoroughly embedded to raise the quality of teaching to an even higher level.

What the setting needs to do to improve further

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

- make the very best use of the detailed observations of individual children to support their progress even further
- strengthen the existing arrangements for the supervision of staff to focus even more sharply on raising the professional development of staff to the highest level.

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 in the pre-school.
- The inspector spoke to parents and the early years lead practitioner from the on-site school during the inspection and also took account of parents' written views provided.

Inspector

Lorraine Pike

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management team and staff are very 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, who consistently follow robust procedures. The manager monitors children's progress thoroughly and takes swift action to address any gaps in children's learning. Staff receive good training opportunities. This helps children to positively benefit from newly introduced methods of practice to further promote their literacy skills. Successful partnerships with other providers that children currently attend effectively supports their continuity of learning.

Quality of teaching, learning and assessment is good

Children are eager to learn and engage in activities with enthusiasm in this welcoming pre-school. They respond well to the praise and reassurance that staff provide when presented with challenging activities. This encourages children to 'have a go'. Staff place a strong emphasis on promoting children's language and thinking skills. For instance, they provide children with time to respond to their questions and actively listen and react to children's suggestions to change the rules of a group game. Children solve problems through trial and error. They join together lots of flexible tubes to create a circle. Children work out that they need to extend each tube to create a circle that is big enough for them to crawl through. Staff use a wide range of effective methods to support children who speak English as an additional language to make good progress.

Personal development, behaviour and welfare are good

All staff are positive role models. Children behave well and use good manners. They take turns during activities and demonstrate respect, and a caring attitude towards each other. Children are independent individuals. They help to prepare and serve their own snack, manage their own outer clothing and eagerly carry out age-appropriate tasks. For instance, they help to tidy away the activities they have been playing with. Children follow a good hygiene routine and know why they need to wash their hands after using the toilet and before eating. The inviting outdoor areas provide children with good opportunities to experience daily fresh air and develop their physical skills in all weathers.

Outcomes for children are good

All children make good progress and some make better than good progress in relation to their starting points. Children develop good mathematical skills. They confidently count, identify numbers and use octagon shapes to create a three-dimensional symmetrical model. Children link letters to the sounds that they represent and some children write their own name and other words. They demonstrate a secure understanding of words that rhyme. Children gain the skills needed to help prepare them for their future learning and their eventual move on to school.

Setting details

Unique reference number	EY467055
Local authority	Hertfordshire
Inspection number	1088192
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	25
Number of children on roll	39
Name of registered person	Pickles Pre-School Limited
Registered person unique reference number	RP905792
Date of previous inspection	14 May 2014
Telephone number	07870 628045

Pickles Pre-School registered in 2014. It operates from the community room in the school grounds. It employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time. Sessions are from 9.05am until 3.05pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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