

# Pinner Parish Pre-School

St. John The Baptist Church Hall, Pinner Parish Church, Church Lane, Pinner, Middlesex, HA5 3AA



<b>Inspection date</b>	18 May 2018
Previous inspection date	15 September 2015

<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 benefit from a welcoming and nurturing learning environment, where they settle readily and play together in harmony.
- Staff praise children and reassure them as they learn new skills. Children develop a good sense of belonging and self-esteem. They are confident to ask for help. Children's behaviour is good.
- Staff know how children learn through play. Managers and staff closely check children's progress and groups and support any children needing extra help to catch up. Children make good progress in relation to their starting points. They are well prepared for the next stages in their learning and development, including starting school.
- Staff work well in partnership with parents, relevant agencies and providers to ensure that children receive the appropriate support they need.
- Managers monitor and evaluate the quality of the provision to help ensure that children learn well and staff support their care and learning needs effectively.

### It is not yet outstanding because:

- Occasionally, staff do not encourage children to become even more independent and manage tasks for themselves.
- Staff do not consistently extend opportunities for children to access and further develop their skills in using everyday technology.

## What the setting needs to do to improve further

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

- make the most of all opportunities to help children to become more independent in their learning
- increase further experiences for children to access and broaden their skills in using information and communication technology.

### Inspection activities

- The inspector observed activities in all parts of the pre-school, including the outdoor provision.
- The inspector spoke to some members of staff and children at appropriate times during the inspection and held meetings with the management team.
- The inspector carried out joint observations with the manager.
- The inspector took account of the views of parents spoken to during the inspection and reviewed parents' written comments and suggestions.
- The inspector looked at children's records and the setting's policies and procedures, including those related to the suitability of staff.

### Inspector

Fatiha Maitland

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Robust recruitment and vetting checks help ensure that staff are suitable for their roles. Staff have a good knowledge of safeguarding practices and follow the correct procedures to protect children in their care. Managers observe staff regularly and offer them specific feedback to help them develop the quality of their practice. Staff attend training courses to strengthen their skills. This is evident in the way they help children relate well to each other and respect the views of others. Managers and staff seek the views of parents, children and outside professionals to improve their service. Parents say that their children learn well and that staff keep them well informed about their children's progress and well-being.

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

Staff gather relevant information from parents to assess what their children know, can do and need to learn next. They observe children closely and use such information to plan for next steps. Staff explain activities well to children and help them handle resources safely. Children are motivated to join in and use their imagination well in play. For example, they choose their favourite construction tools, build models purposefully and share their thoughts about what they have made. Children like to show their work to staff, who praise them for their good efforts. Staff read stories with children. Children enjoy books, talk about their favourite pictures and offer what might happen next. Staff hold discussions with children and support their language development effectively.

### Personal development, behaviour and welfare are good

Staff are good models for children. For example, they talk to children in a calm manner and support their social and emotional skills to good effect. Staff also share their behaviour procedures with parents and children so that they know what is expected. Children learn to share resources fairly and take turns on toys. Staff help children adopt healthy attitudes. For instance, children understand they need to drink water to keep them hydrated. Children enjoy being outdoors and learn to manoeuvre bicycles and scooters safely. Staff regularly check the premises and resources to keep children safe. They conduct regular emergency evacuation drills to foster children's awareness of danger and how to manage risks safely.

### Outcomes for children are good

Children make good progress and any gaps in learning are closing swiftly. Young children become used to routines and learn to socialise with others. Children listen attentively and respond well to instructions. Older children know letters and sounds and write words, such as their names, correctly. They recognise numerals, sort and match objects correctly. Children understand that sunflower seeds need water and sun to grow.

## Setting details

<b>Unique reference number</b>	509021
<b>Local authority</b>	Harrow
<b>Inspection number</b>	1128335
<b>Type of provision</b>	Sessional 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>	29
<b>Name of registered person</b>	Pinner Parish Pre-School Committee
<b>Registered person unique reference number</b>	RP518897
<b>Date of previous inspection</b>	15 September 2015
<b>Telephone number</b>	07949 363325

Pinner Parish Pre-School registered in 1992. The setting opens from 9.15am to 2.45pm on Mondays and Tuesdays, from 9.15am to 12.15pm on Wednesdays and Thursdays, and 9.15am to 12.45pm on Fridays. It operates during school term time only. The provider receives funding to offer free early education for children aged two, three and four years. There are five members of staff, of whom, one holds an early years qualification at level 6 and four are qualified at level 2 or 3.

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