

Priory Pre-School, Norton



Norton Parish Centre, Common View, Letchworth Garden City SG6 1DA

Inspection date	4 December 2018
Previous inspection date	19 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- The experienced and stable staff show a passion for childcare. They understand their roles and responsibilities, which helps to aid the smooth running of the pre-school. For example, the staff member responsible for health and safety reflects on any incidents children have. This enables children to explore their understanding of risk through activities in a safe environment.
- Staff provide children with explanations to improve their learning. Children learn how ice melts as it becomes warm and that heavier objects sink in water. They know that colours change as they mix different paints together.
- The key-person system is managed well to help staff build secure attachments with children and engage parents in children's learning from the very outset. For example, key staff visit children and their parents in their home. This helps them to gain a broad insight into each child's daily experiences and begin to assess their level of development before they start at the pre-school.
- Children enjoy their time at the pre-school and know that staff are there with cuddles and reassurance as they need. This helps children to feel emotionally secure.
- Parents are very happy with the care provided and feel their requests are always listened to and considered. For example, the pre-school now offer an early drop-off facility to alleviate the pressure on parents who need to take older siblings to school.
- Plans to enhance staff practice even further have not been fully implemented so their effectiveness cannot be evaluated accurately.
- Staff do not always organise planned activities well enough to minimise nearby distractions and help maintain children's focus.

What the setting needs to do to improve further

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

- implement and evaluate the plans for staff development to work towards achieving teaching practice of a consistently high quality
- review the organisation of planned activities to make the most of all available space and minimise distractions to children's focused attention.

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 pre-school leader.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents and carers during the inspection and took account of their views.

Inspector

Rachel Pepper

Inspection findings

Effectiveness of leadership and management is good

The provider evaluates the practice and has a clear vision of her plans for improvement. Despite only being in the role for two months, she has already made positive changes. For example, she has set up a secure social media site to ensure parents receive information about the activities children take part in. The provider and pre-school leader oversee staff practice to help maintain the good-quality teaching. The arrangements for safeguarding are effective. Staff vigilantly supervise children at all times and ensure all entrance points from the shared premises into the main pre-school area remain secure. They regularly refresh their knowledge of child protection issues and take appropriate action to address any concerns that they have. This promotes children's welfare. Staff monitor children's overall progress and identify aspects of learning where children may need additional support. The current focus is to further enhance young children's speech and language skills and adopt strategies learnt at previous training.

Quality of teaching, learning and assessment is good

Staff use effective methods of observation and assessment. They share pertinent information with other staff to help promote consistency in children's learning. This ensures that all those working with children are knowledgeable about the skills children need to develop next. Staff draw on this knowledge and take account of children's current interests to provide a wide range of challenging activities. Children use their imagination as they engage in role play. They pretend an outdoor playhouse is an ice-cream parlour thrilled when staff join in and request their favourite flavour. Children shape and mould soft dough into a muffin tin and decorate with glitter to bake their pretend cakes. They explore musical instruments to learn how sounds can be changed.

Personal development, behaviour and welfare are good

Children respond well to boundaries with support and encouragement from staff. They learn to be kind and take turns with other children. Staff organise activities to teach children about people in the wider world. For example, staff and children held a cake sale to raise money for charity. Staff use various ways to help children manage their own personal needs. They provide regular reminders for young children to use the toilet and encourage them to wash and dry their hands by themselves. Staff provide children with regular opportunities to learn outdoors. For instance, on a recent walk to the nearby common, children took the remains of their pumpkins from Halloween to feed to the local wildlife. Staff encourage children to help sweep up the leaves as they discuss how the colours change through the different seasons.

Outcomes for children are good

All children, including those in receipt of funding, make good progress from their starting point. Gaps in attainment between different groups of children are closing. Children show they are motivated to learn. They demonstrate good levels of initiative and independence as they work out how to solve problems. Children show pencil control as they make marks on paper. They know the language of size, eager to use their bodies to demonstrate small and big. Children gain some of the essential skills that they require for the next stage in their learning.

Setting details

Unique reference number	EY414270
Local authority	Hertfordshire
Inspection number	10074553
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	32
Number of children on roll	20
Name of registered person	Priory Childcare Ltd
Registered person unique reference number	RP904222
Date of previous inspection	19 January 2016
Telephone number	07758950835

Priory Pre-School, Norton registered in 2010. It is open on a Monday, Wednesday and Friday from 9am to 2.30pm, and on a Tuesday and Thursday from 9am to 1pm, term time only. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The pre-school provides funded early education for two-, three- and four-year-old children.

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