

Pembridge Pre-School

The Village Hall, Pembridge, Leominster, Herefordshire HR6 9EB



Inspection date	11 December 2018
Previous inspection date	5 July 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 pre-school provision has addressed the previous actions identified at the last inspection well. For instance, staff are provided with confidential meetings where they can discuss their key children and their training needs. They are also able to discuss anything that may be worrying them. Outcomes for children are good.
- Following the last inspection, the manager and staff now work together well to identify children's individual next steps in learning. This helps them to plan activities that effectively promote children's development across all areas of their development. The manager now also monitors the educational programme and individual children's progress well. This helps to ensure any gaps in children's learning are swiftly closed.
- Staff have attended training on how to promote children's positive behaviour. They teach children about the rules and use meaningful praise throughout the session. This, and consistent methods used by all staff, helps to ensure children behave well. Children develop strong friendships with others and close emotional attachments with staff.
- Staff demonstrate warmth towards the children in their care. They respond well to children's immediate needs. This helps children to settle in quickly and promotes their sense of self-esteem well.
- Staff develop strong relationships with other providers, including the local schools. They make sure that information exchange is regular so that there is consistency and continuity with regard to children's care and learning.
- Opportunities to increase the information provided to parents to help them to better support their child's learning at home, are not maximised to the highest possible level.
- Staff do not always promote children's awareness about similarities and difference between themselves and others.

What the setting needs to do to improve further

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

- increase parents confidence in supporting their child's ongoing learning at home, promoting children's already good learning and developmental progress to an even higher level.
- extend children's learning about similarities and difference between themselves, the local community and the wider world.

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 manager.
- The inspector held a meeting with the pre-school manager. 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 during the inspection and took account of their views.

Inspector

Mary Henderson

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff attend child protection training. They are confident about who to inform should they have any concerns about a child. Since the last inspection the manager has improved how she assesses risks to children. For example, staff now check toys and resources to ensure there are no choking hazards and all areas indoors and outdoors are checked every morning. This, and close supervision helps to keep children safe and well. The management, staff, parents and their children are all included in the self-evaluation processes. This helps to identify targets for continuous improvement. Partnerships between staff and parents have improved since the last inspection. Staff now ensure every parent knows who their child's key person is. They keep parents informed about their child's day.

Quality of teaching, learning and assessment is good

Staff provide activities that foster children's interests. For example, toddlers have fun as they investigate the dry flour in the tray. They push their trucks back and forth and observe the marks they make. Staff use a running commentary and talk with children about the tracks the wheels make. Toddlers make choices from the range of activities around them. Staff encourage them to count as they build towers with constructional toys and ask them to identify colours and shapes. Older children thoroughly enjoy sitting in the dark den tent. Here, they explore torches and glow sticks, and observe how they light up the space around them. Older children identify numbers and letters of their name during circle time. Staff use questioning techniques to encourage older children's language and communication skills further. All children sit well and concentrate during story times. Staff use props to encourage children to engage in the story. All children enjoy singing songs and rhymes together and demonstrate they know the actions well. Staff take children for walks to the local park and to visit the local church. They encourage children to notice the natural world around them.

Personal development, behaviour and welfare are good

Children are provided with healthy snacks and drink water throughout the day. Staff ensure children's individual requirements and parents preferences are fully recorded and acknowledged. Staff support children well as they take manageable risks in their play. Children use a range of appropriate climb and balance equipment with growing confidence. They go outside in the rain and have fun as they chase after one another in the fresh air. This helps children to learn about the importance of a healthy lifestyle.

Outcomes for children are good

Children make good progress from their starting points. Toddlers and older children demonstrate curiosity as they explore chalks, paints and glue and make glitter pictures to take home. All children demonstrate their imagination as they listen to music while they use their hands and tools to mould, cut and shape dough. This, and drawing pictures, also helps children to develop their creative skills. Children demonstrate their can-do attitude to learning as they independently put on their own coats and hats to go outdoors. All children are becoming increasingly well prepared for the next phase of their learning, including their move to school.

Setting details

Unique reference number	EY549900
Local authority	Herefordshire
Inspection number	10085123
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	20
Number of children on roll	14
Name of registered person	Pembridge Pre-School CIO
Registered person unique reference number	RP549899
Date of previous inspection	5 July 2018
Telephone number	01544388169

Pembridge Pre-School registered in 2017. The pre-school employs three members of childcare staff. One holds a level 6 and two hold a level 3. The pre-school opens from Tuesday to Friday school term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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