

# Hermitage Pre School Playgroup

Hermitage Village Hall, Pinewood Crescent, Hermitage, Berkshire RG18  
9WL



<b>Inspection date</b>	17 December 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Leadership and management of the pre-school are strong. The manager together with the committee demonstrate a very strong commitment to continuous improvement. They have high expectations for the pre-school, and the quality of care and learning for all children.
- Children arrive happily and warmly greet their friends and staff. They thoroughly enjoy the time they spend at this welcoming and friendly pre-school. Staff are kind, caring and attend to children's individual needs well.
- Staff support children's communication skills well. For example, they ask children about their interests and encourage conversations about their experiences. Children confidently express themselves. They happily use talk to guide their play and they make good progress from their starting points in learning.
- Staff build good relationships with parents, who feel well informed about their children's day and appreciate the advice they receive about helping their children's learning at home.
- The manager is ambitious about providing good-quality early years experiences for all children. She is reflective, and includes staff and parents in the self-evaluation process.
- Staff do not fully use the outdoor play activities to maximum effect to support children who prefer to learn outside.
- Other than mandatory training, leaders do not fully target staff's professional development opportunities to further enhance and raise the quality of teaching to a higher level.

## What the setting needs to do to improve further

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

- strengthen the planning of outdoor activities to further support children who learn better outside
- extend the programme of professional development, to further increase staff's knowledge and skills and raise the quality of teaching to an outstanding level.

### Inspection activities

- The inspector observed activities in the main base room and garden.
- The inspector carried out a joint observation with the manager and checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at relevant documentation, including planning and a selection of the setting's policies and children's records.
- The inspector held meetings with the manager and the chairperson of the committee. She spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

### Inspector

Anneliese Fox-Jones

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff are well trained, and have a thorough knowledge of child protection concerns and the actions to take. They regularly reflect on safeguarding issues to keep their knowledge up to date and effectively maintain a safe environment. Overall, leaders supervise staff well and help them to continue to improve their practice, such as through team meetings. In addition, regular supervisory meetings give staff the opportunity to discuss and reflect on their current roles and responsibilities. Staff work effectively in partnership with providers and outside professionals to ensure good continuity of care and experiences for children. Leaders effectively monitor individual children and different groups of children's progress to ensure staff act quickly on any gaps in children's learning.

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

Staff regularly observe and assess children's development. They accurately identify the next steps in children's learning and plan for their individual needs. Staff support children with special educational needs and/or disabilities well. They provide an exciting range of experiences that motivates and supports children's continuing progress. For example, children enjoy exploring a winter-themed tray filled with white sensory dough, ice cubes and winter animals. During children's explorations, staff successfully engage children's communication and language skills. They effectively use children's imaginative play to support descriptive words and extend older children's vocabulary. Children communicate confidently with staff and each other. For example, they enjoy engaging in a role-play kitchen activity, recalling food that they like to eat at home. Staff encourage children's early writing skills well, such as by supporting them to use a variety of tools and to write their name.

### Personal development, behaviour and welfare are good

Staff provide an inclusive play environment. They speak to children in a calm manner and support their social and emotional skills to good effect. Children develop good early independence and enjoy being given responsibilities. They confidently help to tidy the toys away. Children have good self-esteem and take pride in their achievements. They have a strong understanding of what makes them the same and different to each other, and learn to celebrate and praise diversity. Children enjoy regular outdoor play in all weathers. Staff help children to lead healthy lifestyles and teach them to follow hygiene routines to support their continued good health.

### Outcomes for children are good

Children are enthusiastic and motivated learners. All children acquire the skills that they need for the next steps in their development and their eventual move on to school. Children develop an interest in books. They begin to count and use number names in their play. Three- and four-year-olds have impressive writing skills and begin to recognise the letters of the alphabet and the sounds they represent.

## Setting details

<b>Unique reference number</b>	EY491191
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10086610
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Hermitage Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP905320
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07444 421917

Hermitage Pre School Playgroup first registered in 1989. The pre-school moved to its current premises in 2015. There are five members of staff, all of whom hold a relevant qualification at level 2 or level 3. It opens from 9.30am until 1pm on Monday, Wednesday and Friday and from 9.30am until 3pm on Tuesday and Thursday and operates during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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