

Inspection of Preston Nursery School

Preston Village Hall, School Lane, PRESTON, Hertfordshire SG4 7UE

Inspection date: 28 June 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children enjoy attending this welcoming nursery. They arrive happily and are pleased to see their friends and the staff. Children show a positive attitude to their learning and quickly become absorbed in their choice of activity. They are confident and eagerly talk to staff about what they are doing. Children demonstrate a sense of responsibility and their independence as they put on their own coats and change into their boots to go outside.

Children develop their hand-to-eye coordination and physical skills. They play ball games, use scissors to cut dough, and enthusiastically use tools, such as spades, to fill their buckets with sand. Children become involved in imaginary play in the mud kitchen. They confidently use language to describe the ingredients they are using to make a 'birthday cake' and how many candles they need. They demonstrate pride in their achievements and eagerly share the cake with their friends. Children concentrate, persevere and solve problems as they build with the wooden construction resources and building bricks. They experiment with different-sized wheels to see which ones make their vehicles move smoothly along the floor. Children enjoy sharing stories with their friends. Older children narrate stories as they look at the pictures. Children make marks on paper as they paint and draw. They play games to support them to name and sound out letters of the alphabet. Older children do this with increasing confidence.

What does the early years setting do well and what does it need to do better?

- The manager and the staff team work well together. There is a strong team spirit. Staff complete mandatory training and the manager has broadened the range of additional training opportunities available to staff. However, this requires further evaluation to ensure that any future staff training best enhances the quality of learning experiences for the children attending.
- Staff make ongoing observations and assessments of the children's achievements and progress. Consequently, they structure the curriculum to support and build on what they know and can already do as they play. However, very occasionally, staff interrupt children's play and opportunities for them to develop and complete activities they are enjoying. Additionally, staff do not always make effective enough use of the outdoor environment to support children who prefer to learn outside.
- Staff are kind and welcoming to the children. Children confidently seek reassurance if they are upset and ask for help if needed. This positive interaction helps children to develop secure attachments and supports their emotional well-being. Staff act as positive role models. They respect all children as unique individuals and praise them for their efforts and achievements, which increases their self-confidence. Children are taught the importance of being kind to each

other, to share and take their turn.

- Throughout the COVID-19 (coronavirus) pandemic, the staff continued to support the families and children in their care. They suggested activities for parents to support their child's development at home. Parents comment very positively about the care and education their children receive.
- Staff provide effective support to children who receive early years pupil premium and children who speak English as an additional language. Funding has been used to buy additional resources, including audio storybooks, to develop children's communication and language skills.
- Staff provide a good range of activities and games to support children's mathematical skills. They encourage the children to count and to recognise different shapes. Children are taught to differentiate between small and large objects and learn how to problem-solve as they complete jigsaw puzzles.
- Staff support children to learn about the world around them, which successfully broadens their range of experiences. Children grow herbs, plant sunflower seeds and grow flowers in wellington boots. They are learning to appreciate and respect the diversity of others. Children learn about Polish and Russian traditions at Christmas and create rangoli patterns in celebration of Diwali.
- Staff provide effective support to children with special educational needs and/or disabilities. Staff work closely with the child's family and other professionals. Achievable targets are set and adaptations are made to activities. This enables every child to take part and enjoy their time at the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, the manager has taken effective steps to ensure that all staff understand safeguarding policies and procedures. The manager and staff have completed a range of safeguarding training and designated lead practitioners for safeguarding are now in place. They are able to confidently identify signs of possible abuse and neglect and know how to make a referral to the relevant agency with statutory responsibility. Daily checks of the premises and garden ensure that the areas are safe and secure. The manager has appropriate recruitment and staff supervision procedures in place.

What does the setting need to do to improve?

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

- review the organisation of planned routines to support children to develop and complete the activities they are enjoying, including making effective enough use of the outdoor environment to support children who prefer to learn outside
- evaluate the future training opportunities for staff so that they will be of most benefit to the children attending the setting and give them the best learning

experiences.

Setting details

Unique reference number	146756
Local authority	Hertfordshire
Inspection number	10145808
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	22
Number of children on roll	21
Name of registered person	Woolner, Jenny
Registered person unique reference number	RP909556
Telephone number	01462 438985
Date of previous inspection	4 February 2020

Information about this early years setting

Preston Nursery School registered in 1988. The nursery employs four members of childcare staff. Of these, three members of staff hold appropriate early years qualifications at level 3, including one with early years professional status. The nursery opens from Monday to Thursday during term time only. Sessions are from 9am until midday and from midday until 3pm. There is a lunch club available between midday and 1pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Ann Austen

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The inspector and the manager had a learning walk across all areas of the nursery to understand how the early years curriculum is organised.
- The inspector observed staff's interactions with the children during activities, indoors and outdoors, and assessed the impact this has on the children's progress and achievements.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager and discussed the children's progress and achievements.
- The inspector looked at a sample of documents, including evidence of staff's suitability and training.
- The inspector took account of the views of parents spoken to on the day.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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