

# Inspection of Peanuts Pre-School

Weston Primary School, Maiden Street, Weston, Hitchin, Hertfordshire SG4 7AG

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Inspection date: 11 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle well in this stimulating pre-school. Children have access to a broad range of activities that cover all areas of learning and meet their needs. They understand and follow clear routines to help them learn how to manage their own needs. Children join in at 'tidy-up time' and chat to each other confidently at snack time. When children first start, sessions are carefully considered to enable children to settle at their own pace. Staff gain detailed information about the children in order to support them from the outset.

Children are well supported by caring staff, who build on their existing knowledge and help them to make good progress. For example, children play with dough and fresh herbs. Staff talk to the children about how the dough and herbs smell. They mix herbs with the dough to make a pretend cake. Staff ask 'what can you do next?' and the children use the home corner to bake their cake. Children benefit from lots of opportunities to be physically active in the well-equipped outdoor play area. For example, children pour water into pipes and watch it flowing through, then jump in the puddles it has made.

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

- Leadership and management use their clear vision of the pre-school to create a supportive staff team. They have a good awareness of the training needs of the staff and provide useful staff development opportunities. Managers have reflected on the impact that the COVID-19 pandemic has had on the pre-school. They have made relevant changes to meet the needs of the children.
- Staff deliver the curriculum effectively. They have a robust understanding of what children need to learn next, and a clear awareness of how children develop and learn. However, at times, some children become restless and move on quickly from an activity because staff do not extend it to maintain their interest for longer periods of time.
- Children benefit from a strong focus on language and communication. Staff talk to the children during activities to develop their vocabulary. For example, as staff hold pipes up for the children to pour water into them, they ask 'shall I hold it higher or lower?' to introduce new language. However, at times, staff do not respond to children's spontaneous interests to help them to follow their own ideas and be more inquisitive.
- Staff have recognised the impact that the COVID-19 pandemic has had on the children's language and communication skills. As a result, staff have completed training in sign language. They use this, alongside spoken language, to help them communicate with the children.
- Staff hold daily circle times where children sit and eagerly discuss the weather and days of the week. They sing a song about the months of the year to help

embed their learning. Children choose a story that staff read to them and children listen intently. A 'singing tree' is used to encourage children's use of language. They enjoy choosing a tag that hangs from the tree and they sing the song written on the tag together.

- Children with special educational needs and/or disabilities are looked after well. Staff have robust measures in place to manage the needs of these children. They have strong communication with parents in order to monitor their changing requirements.
- Staff promote children's independence skills throughout the pre-school in preparation for school. Children are supported to become independent in their toileting and follow good hygiene routines. For example, they wash their hands without help. They show determination to put their own shoes and coats on and are delighted when they have achieved this.
- Parents state that they are very happy with the education and care that their children receive. They appreciate updates throughout the day about how their children are. They like using an online system to keep up to date with children's progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff team understand their responsibilities to protect children. They are aware of the different types of abuse and neglect, and what the signs and symptoms are. They are clear about when and how to report their concerns. Staff complete regular checks on the areas used by children, and teach children how to keep safe. For example, staff talk to the children about being careful in the muddy garden as it may be slippery as they play.

## **What does the setting need to do to improve?**

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

- develop how staff respond to children's spontaneous ideas to enable children to be more inquisitive
- review the organisation of planned group activities in order to help all children to be more equally engaged at these times.

## Setting details

<b>Unique reference number</b>	EY559519
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10190797
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	15
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	Mason, Claire Lisa
<b>Registered person unique reference number</b>	RP559518
<b>Telephone number</b>	07542 137066
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Peanuts Pre-school registered in 2018. The setting employs three members of childcare staff. All staff hold appropriate early years qualifications at level 2 and above. The setting is open from 8am for breakfast club and then sessions are from 9am until 3.45pm, Monday to Friday, during term time.

## Information about this inspection

### Inspector

Emily Woodhead

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided indoors and outdoors. She discussed children's progress with staff.
- The manager and inspector carried out a joint observation of a water activity in the garden.
- The inspector looked at relevant documentation. This included evidence of staff suitability and safeguarding documents.
- The inspector spoke to parents during the inspection to take account of their views.

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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