

# Inspection of Pierremont Pre-School

Holy Trinity Youth Centre, Pierremont Road, Darlington, County Durham DL3 6DG

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Inspection date: 2 March 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

Children arrive at the playgroup happily. They are eager to learn and excited to see the friendly and welcoming staff and their friends. Children form close relationships with the staff who care for them. They benefit from staff's nurturing approach to meeting their individual needs. Children are curious and eager to explore the range of interesting activities on offer. For example, they giggle as they become immersed in group time. Children talk freely about their characters linked to World Book Day. Children focus intently as they play and interact with staff, sharing ideas and suggestions. They develop the skills and knowledge they need to prepare them for their next stage in learning.

Staff have high expectations for children. Children are independent learners. They help to prepare fruit for snack time, peeling oranges or cutting grapes, with and without support. Children behave very well and show care and respect for their learning environment. Children show empathy to each other. Their emotional literacy plays an important part in the curriculum. This enables children to understand how they feel, why they are feeling that way and the impact their actions can have on others. Children develop friendships with their peers. They play well alongside each other, especially as they use their imaginations in the role-play kitchen making pretend cups of tea for each other.

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

- Staff give high priority to promoting children's literacy skills. Children listen to stories each day and delight in answering questions as they recall what was read. They develop a love of reading, sharing stories throughout the day with each other. Children access a range of resources to promote their mark-making skills. For example, children confidently use pencils to draw, write lists for the shop and start to identify the initial letter in their name and the staff's names.
- The experienced staff work together effectively. They reflect on their practice and identify areas for further development. Regular staff meetings and briefings enable all staff to share their ideas for the playgroup. Staff undertake regular training initiatives and implement what they learn, so that the children benefit. Staff report they feel supported by their managers and feel that their well-being is always considered.
- Staff support children's communication and language skills very well, including children who speak English as an additional language. They ask open-ended questions to encourage children to think and reason. However, staff do not always introduce more descriptive language to widen children's vocabularies.
- The manager and staff form strong and trusting relationships with parents. Staff take the time at the start and end of the day to talk with parents, sharing events from the playgroup. Parents are keen to use this time to share information about

their children's home lives. This enables staff to have a clear understanding of children and their families.

- Parents' comments are extremely positive. Parents value the information shared with them verbally and electronically. They say that they have a real understanding of what their child is doing. Parents comment that staff ensure that every child is valued and respected, their children reach their full potential and are ready for school. They add that they feel privileged for their children to attend the playgroup.
- Staff plan individual goals in children's learning that complement the focus planned for the whole playgroup. However, staff do not effectively challenge children to build on what they already know and can do, in order to extend their learning to the highest possible level.
- Children develop a good understanding of some mathematical concepts, such as numbers. They begin to recognise what each number looks like and can confidentially count in sequence. Children solve simple mathematical problems for themselves as they start to add and subtract during games and songs.
- Children's personal hygiene and healthy eating are securely embedded in practice. Children know when to wash their hands without being prompted. Staff encourage parents to send healthy food for their children's lunches. They discuss healthy eating with children as they have lunch together.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand how to recognise the signs and symptoms which indicate children may be at risk of abuse or neglect. They know how to report and record their concerns. Staff have a sound knowledge of safeguarding concerns, such as protecting children from radicalised views and county lines. They are supported by the designated safeguarding lead and complete regular safeguarding training. Staff attend staff meetings that refresh their knowledge. The manager completes diligent checks to ensure the suitability of all staff who work with the children. Staff complete risk assessments to minimise hazards and create an environment that is safe and secure.

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

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

- build on what children already know and can do, to extend their learning to the highest possible level
- extend children's communication and language skills, such as by using more descriptive language to widen children's vocabularies.

## Setting details

<b>Unique reference number</b>	301170
<b>Local authority</b>	Darlington
<b>Inspection number</b>	10264226
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Pierremont Playgroup Committee
<b>Registered person unique reference number</b>	RP518414
<b>Telephone number</b>	07584 871711
<b>Date of previous inspection</b>	8 June 2017

## Information about this early years setting

Pierremont Pre-School registered in 1999 and is located in Darlington. The playgroup employs four members of childcare staff. Of these, three staff hold appropriate early years qualifications at level 3 or above. The playgroup opens during term time from 7.30am until 4.30pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Eileen Grimes

## Inspection activities

- This was the first routine inspection the playgroup 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 playgroup
- The inspector carried out a learning walk with the manager and staff. They discussed the learning environment and how the curriculum is organised.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed and evaluated an activity with the playgroup's manager.
- The inspector held a meeting with the playgroup manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the playgroup.
- Parents' views were gathered through verbal comments and written feedback.

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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