

Inspection of Pelham Pre-School

Stocking Pelham Village Hall, Stocking Pelham, Nr Buntingford, Hertfordshire SG9 0HZ

Inspection date: 15 June 2023

Overall effectiveness **Good**

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 and parents are greeted by friendly staff offering a warm welcome. The children are familiar with the routine and enter with confidence. They are keen to get involved in the activities on offer and show positive attitudes to learning. Staff get to know children from the outset and build strong relationships and bonds with them. Children make good progress in their learning during their time at the pre-school and gain a range of skills that aid their eventual move to school.

Children develop close friendships here and learn from each other, benefitting from the mixed age range. For example, the younger children learn to pour drinks by watching the older children. Older children demonstrate patience with younger ones joining in with their play. Staff promote independence in self-care and encourage children to lead their own play and learning. Older children persevere as they work hard to solve problems. They show a sense of pride in what they can do for themselves.

Two-year-old children enjoy listening to stories and exploring the water-play table. They actively seek staff to join them in their play. Older children are focused in their play, exploring the setting and carefully choosing the activity that interests them the most. They are keen and motivated learners. For example, they eagerly create individual pictures to add to the sea life wall display, discussing the creatures they draw with their friends.

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

- The staff treat children with kindness and respect. They are consistent with their expectations, which are high for all children. This results in children following their lead, and they behave very well. Good manners, sharing and waiting for a turn are modelled across all areas of the pre-school.
- Staff have a good understanding of how to support language skills. They engage with children in a skilful way to extend their vocabulary. Staff use Makaton sign language to support children and work on ways to build their confidence with trying new words.
- The staff ensure that every child has the opportunity to progress in their development, with careful planning for their next steps. They follow children's interests and set out activities to entice children to engage with the learning that is offered. However, staff do not always offer ways to extend children's learning. For example, during snack time, children are served pre-cut fruit. Children do not have the opportunity to explore the whole fruit or attempt to peel a satsuma themselves.
- Staff support children's independence well. They encourage children to take responsibility for their belongings as well as the resources in the pre-school.

Children eagerly help at tidy-up time and demonstrate respect for the toys they have played with. They actively enjoy tidying up the toys throughout the session when they have finished playing with them. This means that the children benefit from a well-organised, tidy environment.

- Children proudly show staff their achievements. For example, when they anticipate which items will float or sink at the water table, staff share in their excitement. Staff offer praise when children correctly predict the outcome. They extend children's knowledge of mathematics, comparing volume and weight of full and empty containers.
- Transition to school is very good. Staff have developed close working partnerships with the local schools to support a smooth transition. Teachers are encouraged to visit the pre-school to meet the children as well as pre-school staff visiting the school. This means that they are aware of the school routines and expectations. They work with children to ensure that they are ready for the changes ahead.
- Parents are keen to share their thoughts on the pre-school. They talk about the progress that their children have made since attending here. They particularly praise the staff and say how their kind approach makes every child feel valued.
- Leaders are dedicated to ensuring that the pre-school offers families a welcoming, inclusive service. They spend time, outside of operating hours, hosting fundraising events to support the financial challenges they face. This includes raising money for additional staff training to further enhance their professional skills. Staff benefit from regular support and supervision from leaders. This helps raise staff morale and improves outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have robust procedures in place to ensure that all staff are suitable to work with children. Staff receive regular training in all aspects of safeguarding. They are aware of how to keep children safe and the key aspects of child protection. They have good knowledge of wider safeguarding issues, such as the 'Prevent' duty. They know how to report concerns to their designated safeguarding lead and the process to follow to refer to local safeguarding partners. This includes knowing who to contact should they have a concern about a member of staff.

What does the setting need to do to improve?

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

- support staff to make the most of every opportunity to extend children's learning within the routines and activities available.

Setting details

Unique reference number	127815
Local authority	Hertfordshire
Inspection number	10289521
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	25
Number of children on roll	31
Name of registered person	Pelhams Pre-School Committee
Registered person unique reference number	RP523775
Telephone number	01279 777939
Date of previous inspection	28 November 2017

Information about this early years setting

Pelham Pre-School registered in 1993. It is situated in Stocking Pelham, in Hertfordshire, and is managed by a voluntary committee. The pre-school operates from 9am until 2.30pm, Monday to Thursday, during term time only. There are 10 staff, of whom four hold an early years qualification at level 3 and one holds qualified teacher status. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sue Triscott

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager showed the inspector around the pre-school premises. She explained how they organise the environment and learning programmes for children.
- The inspector observed a range of activities and interactions between children and staff to evaluate the quality of the education. This included a joint observation with the manager.
- Parents shared their views of the pre-school during discussions with the inspector.
- Staff and children also shared their views and experiences at appropriate times during the inspection.
- The inspector met with the manager to discuss leadership issues, such as self-evaluation and the recruitment of staff.
- The inspector looked at some of the pre-school's documents, including staff suitability checks and paediatric first-aid certificates.

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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