

# Inspection of The Hermitage Pre-School

The Hermitage, Wilford Road, Ruddington, Nottinghamshire NG11 6EL

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Inspection date: 19 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children arrive and bang on the door, eager to enter this friendly, caring pre-school. They wave to their friends and ask, 'Do you want to play with me?' Activities quickly captivate children's interest. Children become excited to make sandcastles. They work together to find objects hidden in sand. Younger children link train tracks together and line up their favourite engines. Older children use their imaginations to pretend to be teachers. They walk around with clipboards and hold up alphabet cards to 'test' their friends. Children notice letters of their name and remark, 'That is a curly c.'

Children are very happy and self-confident. They make firm friendships and show real affection towards each other. They hold hands and give each other spontaneous hugs. Routines help children to feel safe and secure. Children stand still when they hear bells ringing and explain that it is tidy-up time. They line up to go outside and know the importance of holding on to 'snake ropes' to ensure their safety. Staff give clear instructions and advice. For example, they model and explain how to pour drinks and chop fruit at snack times. This helps children to develop confidence and proficiency in learning new skills.

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

- Staff implement a well-sequenced curriculum that is based on children's interests. There is a strong focus on supporting children to develop the skills they will need for the next stage in their learning. Planning embeds children's prime areas of development and any gaps are quickly identified. As a result, children make good progress from their starting points.
- Children show kindness and consideration. Older children are caring towards younger children. They help them to put on their coats and explain how to thread cereal shapes onto dried spaghetti. When there are minor disputes, children find their own resolutions. For example, children play with footballs and say, 'Shall we take turns with the blue ball?' Staff are excellent role models and reinforce positive behaviour at every opportunity. They frequently praise children and tell them 'good sharing'.
- Staff are kind and know children very well. This helps children to settle quickly. Children demonstrate strong bonds with staff. They wrap their arms around staff affectionately and climb onto their laps to share books. Staff give timely reassurance. For example, children use scissors to snip boxes. Staff encourage them to keep trying and tell them, 'You can do it.' This helps to support children's confidence and resilience.
- Children enjoy long periods playing outside. This helps to promote their good health. Older children initiate their own chasing games. Younger children press toy cars into soil. They peer closely to see patterns forming. Staff engage

children in physical activities. For example, they set up football nets and show children how to score goals.

- Children use numbers and counting in their play. Younger children count animals they see in books. Older children pretend to be shopkeepers. They tell each other, 'That is 20 pence' and 'The shop closes at 4 o'clock.' Staff ask questions to extend children's learning. For example, children trace over numbers. Staff ask which numbers come next in the sequence.
- Parents say that they feel grateful to have found the pre-school. They describe how it provides the 'best start' for their children. Parents appreciate the wide range of activities provided and comment that their children are making 'astounding' progress. They value how staff offer support with wider aspects of their children's development, such as toilet training.
- The manager is an effective leader. She drives forward improvement with clear sight and ambition. She nurtures a culture of professional development and well-being for staff, who benefit from regular supervision meetings. As a result, staff feel valued and report high levels of morale.
- Staff provide a wide range of stimulating learning experiences for children. However, children's concentration and attention skills are not always fully promoted. Staff do not consider the impact of distractions caused by avoidable interruptions. For example, children's nappies are changed during story sessions.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of safeguarding. They know the possible signs and symptoms of abuse and neglect and show an awareness of wider safeguarding issues, such as witchcraft and radicalisation. Staff access regular training and understand their responsibility to report concerns regarding the welfare of children or the behaviour of adults. Recruitment of staff is robust, and the manager checks their ongoing suitability. Staff provide a safe and secure environment for children through regular checks and risk assessments.

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

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

- strengthen children's capacity to become fully engaged in their learning without unnecessary distractions.

## Setting details

<b>Unique reference number</b>	253414
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10295296
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	26
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	The Hermitage Pre-School Committee
<b>Registered person unique reference number</b>	RP909824
<b>Telephone number</b>	07598231637
<b>Date of previous inspection</b>	11 December 2017

## Information about this early years setting

The Hermitage Pre-School has been operating since 1967 and is located in Ruddington, Nottingham. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The pre-school is open from Monday to Friday, term time only. On Monday, sessions are from 9am to 4pm. On Tuesday to Friday, sessions are from 8am to 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Helen Oakden

## Inspection activities

- This was the first routine inspection the pre-school 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 pre-school.
- The manager and the inspector had a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector observed the interactions between staff and children.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation together.
- Staff and children spoke to the inspector at appropriate times throughout the inspection.
- The inspector spoke to several parents during the inspection and took account of their opinions.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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