

# Inspection of Pinner Parish Pre-School

St. John The Baptist Church Hall, Pinner Parish Church, Church Lane, Pinner,  
Middlesex HA5 3AA

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Inspection date: 26 March 2024

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is outstanding**

Children thrive in this calm environment, which fully embraces a child-centred approach. Each child is truly valued as an individual. The wide range of activities offered to children are planned by staff to include their interests as well as stretch their development. These activities support children to make excellent progress.

Children are highly motivated to take part in the variety of interesting activities and demonstrate very high levels of engagement. For example, during a cutting and sticking activity, children show high levels of concentration as they create small individual collages. They are shown how to hold scissors correctly and follow instructions from the staff. Children carefully cut picture shapes out of catalogues before gluing these to their individual papers. Staff give ownership to the children during activities, resulting in children demonstrating high levels of self-esteem and pride in their achievements.

Children are relaxed and comfortable in the care of the professional, dedicated staff and demonstrate high levels of emotional security. Staff provide lots of praise and encouragement, resulting in children developing a 'can-do' attitude. Children demonstrate high levels of respect for each other, waiting their turn, sharing and saying 'please' and 'thank you' regularly, without staff prompting them.

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

- Partnerships with parents are excellent. Parents are invited into the pre-school and have the opportunity to join them on trips in the local community and for regular family events. There is exceptional communication between the pre-school staff and parents. Parents feel fully involved in their child's learning and development. They report that they are well informed about the curriculum and how to support their child's learning at home.
- Children are given lots of opportunities to be active and develop their physical skills. This includes an extra-curricular dance activity which also supports social development, confidence and their attention and listening skills. Children participating in this activity watch patiently as each of their peers takes their turn, encouraging each other, clapping and praising their dancing.
- Dedicated staff have an excellent understanding of child development. Staff take the time to get to know their key children individually and ensure that children, alongside their parents, are involved in their learning journey. Staff discuss each child's needs and plan a wide variety of suitable, stimulating activities. Staff are clear about what their children need to learn next.
- The development of children's communication and language is a priority. Skilled staff support children with discussions about their play and learning. Children whose language is not as developed are given time to think about what they are

trying to say and supported to extend their sentences. The result is children who are confident speakers who know that their thoughts and views are valued.

- Children's independence skills are developed through everyday activities. Children cut up fruit before serving themselves. Staff observe this, asking 'can I help you?' before stepping in when a child is seen to be struggling.
- Staff are quick to identify children who have special educational needs and/or disabilities, working with parents to ensure that appropriate referrals and support are in place. This means that children's needs are met effectively and they are given the same opportunities to succeed as their peers.
- Children's behaviour is excellent. Staff are clear about expectations, and children respond positively to instructions. There is a very respectful culture, and children mirror this in how they speak to one another. During minor points of conflict, skilled staff support children to talk about the rules of sharing and being kind. 'Golden values' are embedded throughout the pre-school. Children remind each other of these as they play. For example, children remind each other that it is 'kind to share'.
- The committee works closely with management to ensure that the high standards of the pre-school are maintained and continuously improve. Staff report high levels of support from management, which includes supporting their well-being. Training is given high regard. Staff are given the time to attend courses of their choice and encouraged to do so. Staff discuss their learning together, sharing new knowledge and skills with one another to fully support children's learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

<b>Unique reference number</b>	509021
<b>Local authority</b>	Harrow
<b>Inspection number</b>	10316951
<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>	24
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Pinner Parish Pre-School Committee
<b>Registered person unique reference number</b>	RP518897
<b>Telephone number</b>	07949 363325
<b>Date of previous inspection</b>	18 May 2018

## Information about this early years setting

Pinner Parish Pre-School registered in 1992 and is located in Pinner, Middlesex. The pre-school opens from 9am to 3pm from Monday to Thursday, and from 9am to midday on Friday. It operates during school term time only. The provider receives funding to offer free early education for children aged two, three and four years. There are seven members of staff, of whom one holds an early years qualification at level 6, and six are qualified at level 3.

## Information about this inspection

### Inspector

Michaela Hipwell

## 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children talked to the inspector about their friends and what they like to do when they are at pre-school.
- Staff spoke to the inspector at appropriate times during the inspection.
- The inspector spoke with the nominated individual and a committee member about the leadership and management of the pre-school.
- The manager and the inspector carried out a joint observation during a group activity.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the pre-school with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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