

# Pirton Pre-School

Pirton School, High Street, Pirton, HITCHIN, Hertfordshire, SG5 3PS



<b>Inspection date</b>	11 January 2016
Previous inspection date	3 November 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Staff use inspirational teaching techniques. They offer children a vast array of exciting learning experiences. Children are animated and enthusiastic. They show a wonderful eagerness to explore and learn. They are exceptionally well prepared for school.
- Staff continuously use their wide-ranging knowledge and comprehensive assessments to provide highly pertinent support for each child. Children are exceptionally secure and confident and all make rapid progress.
- Exemplary monitoring procedures mean that staff fully understand children's progress and act immediately to address any weaker areas in their learning. The introduction of additional resources and activities to support children's mathematical knowledge means that this is quickly becoming a stronger area.
- The excellent partnerships with parents mean that parents are always very well informed of their children's progress and are supported in extending their learning. They receive weekly planning updates and attend regular information sessions.
- Children engage in creative activities, such as, looking at family members, homes and the local area. These offer them highly practical opportunities to appreciate differences and to understand how to interact and play a positive part in their community and the wider world.
- All staff use their childcare qualifications exceptionally well to ensure that they offer children the very best care. Staff make practical use of any new knowledge from training. They now use simple signing to support early communication with the youngest children.
- Innovative activities support children in understanding how to keep themselves healthy. They gain a practical awareness of healthy eating as they shop in their role-play supermarket and discuss preparing balanced meals and foods that benefit the body.

## What the setting needs to do to improve further

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

- exploit the opportunities for children to gain an even greater understanding of the uses of information and communication technology.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She talked with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the setting's acting manager.
- The inspector held meetings with the setting's acting manager, the assistant manager, the nominated person and the setting's administrative officer. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

### Inspector

Kelly Eyre

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

Staff and the management committee work exceptionally well together and set high targets for the setting. They have successfully addressed the recommendation from the previous inspection. They now involve all staff in activity planning so that children's developmental needs are accurately reflected. Highly comprehensive self-evaluation enables staff to precisely identify areas to improve even further. They have recognised the potential to offer children extended opportunities to explore the uses of information and communication technology. The practical supervision of staff and excellent monitoring of their performance means that the setting's practice is of a consistently high standard. Excellent partnerships with other childcare providers mean that children move seamlessly between settings and their development is always promoted. Arrangements for safeguarding are effective. This area is monitored by managers and the management committee. Excellent procedures ensure that all aspects of children's health and welfare are promoted. Risk assessments are comprehensive and any accidents are reviewed.

### **Quality of teaching, learning and assessment is outstanding**

Staff plan all activities exceptionally well. For example, children eagerly participate in a session where they look at letter sounds. They explore how these join to make words, thus supporting the development of their reading skills. Staff offer an extensive range of creative opportunities that inspire children and support them in exploring and building on their learning. Children's natural curiosity is triggered when they see blobs of paint on a table. They become engrossed as they determine how to use this. They use their hands to blend the paint, noting the new colours, texture and patterns. They develop this further and are enthralled as they work out how to place paper on top of the paint to make a permanent record of their creations. Staff meticulously consider all learning opportunities. For example, children gain a practical awareness of the environment as they use an allotment. They gather twigs and leaves and use posters to determine the trees they originate from. They talk about composting and gather items to add to the compost bin.

### **Personal development, behaviour and welfare are outstanding**

Staff pay meticulous attention to meeting children's needs. Their exemplary partnerships with parents enable them to gather comprehensive initial and ongoing information. They make practical use of this so that children quickly settle and every opportunity is utilised to promote their learning. Skilled staff interact sensitively with children, who respond eagerly in the highly positive environment. They readily try new experiences and relish challenges. They actively participate in making decisions and thoroughly enjoy reviewing their work, proudly noting their progress. These thoughtful daily procedures build children's confidence and reinforce their emotional stability, providing them with an exceptionally secure start upon which to develop their learning.

### **Outcomes for children are outstanding**

The exciting, highly positive environment inspires children and all are making exceptional progress. The excellent staff interaction supports children in rapidly developing the essential skills that underpin their ability to learn and prepare them for school.

## Setting details

<b>Unique reference number</b>	EY422664
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	850120
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Pirton Pre-School
<b>Date of previous inspection</b>	3 November 2011
<b>Telephone number</b>	01462711817

Pirton Pre-School originally opened in 1973 and was re-registered in 2011. The setting employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday during term time only. Sessions are from 9am until 12 noon and from 12 noon until 3pm, with the option of a lunch club from 12 noon to 1pm. The setting provides funded early education for two-, three- and four-year-old children.

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