

Pinvin Community Pre School



Pinvin Memorial Hall, Main Street, Pinvin, Pershore, Worcestershire, WR10 2ER

Inspection date

6 July 2017

Previous inspection date

11 February 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The quality of teaching is good across the pre-school and some staff demonstrate outstanding teaching. Children make good progress from their starting points and enjoy their learning.
- Staff use a creative range of strategies to consult with parents and include them in their children's learning from the very start. This contributes significantly in helping close any gaps which are identified in children's learning.
- Children with communication and language difficulties receive targeted support from specialised staff to help them catch up quickly.
- There are robust systems in place to share information with other professionals working with children and to support transition when children move on to school.
- Staff provide a nurturing environment where they prioritise children's emotional well-being and provide plenty of opportunities for children to increase their independence and confidence.
- Staff place a strong emphasis on teaching children about diversity and promoting equality.

It is not yet outstanding because:

- The committee does not use highly effective monitoring and staff development opportunities to help raise the quality of care and teaching to an exceptional level.
- The manager and staff do not always use the information gained from children's assessments to help them provide highly challenging experiences for every child.

What the setting needs to do to improve further

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

- focus more precisely on the role of committee members in developing highly effective monitoring and staff development systems, in order to help raise the quality of care and teaching to an exceptional level
- use the information gained from children's assessments even better to help staff precisely plan highly challenging experiences for every child.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and committee members. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children at the pre-school during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Parm Sansoyer

Inspection findings

Effectiveness of the leadership and management is good

The manager adopts a reflective approach to her work and staff benefit from time to reflect on their practice. They carry out teaching observations on each other and use this as a tool to improve their practice. Self-evaluation is used effectively to capture the views of staff, children and parents, and clear action plans are in place to develop the service even further. Arrangements for safeguarding are effective. All staff have a good knowledge of child protection issues and the procedure to follow if they suspect a child is at risk. Staff work closely with other professionals working with children and their families to share information and secure their welfare. Parents report they are highly satisfied. They are impressed with the progress their children make, the library service and home-link activities which they undertake with their children at home.

Quality of teaching, learning and assessment is good

Staff use the children's interests very well to guide their planning and activities in order to help motivate and inspire children's learning. For example, children help create a music festival area with a tent, musical instruments and a food area. Staff use this interest well to introduce rhythm, sound, mathematical and literacy concepts. The vibrant environment is organised with the needs of children in mind. For example, children independently move and combine resources to extend their play and imagination. Staff skilfully listen to children and help them develop their ideas. For example, children play with wooden bricks and figures and decide to paint the figures and make them costumes. Staff quickly respond to this interest and provide them with the resources they need.

Personal development, behaviour and welfare are good

Staff place a strong focus on teaching children right from wrong and children confidently talk about the rules in place and how to be kind to others. Staff quickly challenge any negative stereotypes, such as gender stereotypes, and teach children about disability. For example, children learn how to use a wheelchair and crutches and about why people might use them. Staff use home visits as a way of developing respectful relationships with parents from the start and identifying early any support a family may benefit from. The forest school area is used extremely well to offer children controlled risk. For example, they climb trees and use various tools under supervision. Children benefit from a healthy snack of a selection of fresh fruits, vegetables, cheese and crackers, and learn which foods are good for their bodies.

Outcomes for children are good

All children, including those receiving additional funding, make good progress from their starting points and are well prepared for school. Children enjoy learning about letters of the alphabet and show an interest in counting and calculating. They enjoy extra responsibility as they take on the role of the nominated helper. During show and tell they confidently talk about their items of interest. Children develop a real sense of community as they support the local food bank and learn about the wider community.

Setting details

Unique reference number	205324
Local authority	Worcestershire
Inspection number	1087626
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	26
Number of children on roll	50
Name of registered person	Pinvin Community Pre-School Committee
Registered person unique reference number	RP904829
Date of previous inspection	11 February 2014
Telephone number	01386553600

Pinvin Community Pre School registered in 1992. It is managed by a committee. The pre-school is open Monday to Thursday from 8am to 6pm, and on a Friday from 8am to 5pm. A holiday club is offered during some of the school holidays. The pre-school employs 15 members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, one holds level 4, seven hold level 3, and four hold level 2. The pre-school provides funded early education for two-, three- and four-year-old children.

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