

Pilgrims Way Pre-School

Leys Primary School, Ripon Road, Stevenage SG1 4QZ



Inspection date	1 July 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
Effectiveness of 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 ambitious provider works extremely hard to achieve good outcomes for all children and narrow the gaps in their achievement. She gets to know each family well and is proactive in sourcing support from external agencies and other professionals.
- The positive interactions between the staff team provide a good role model for children. In addition, staff share the responsibility of daily tasks and contribute to the weekly planning. This helps to aid the smooth running of the pre-school.
- The key-person system is managed well to support children's learning and development. This enables staff to effectively oversee and consistently plan for their next steps in learning. For example, the provider has assigned each staff member to a group of children who are similar to each other in age, ability or needs.
- Staff note children's interests and provide them with a range of stimulating activities. For example, children have opportunities to explore the texture of jelly and soil as they search for insects. They paint with brushes made from part-cooked spaghetti.
- The provider makes effective use of the additional funding children receive. For example, she arranges for a sports coach and a dance teacher to visit the pre-school each week to help promote children's physical agility. During a dance session, children gently wave their hands to represent the fins of a fish, stretch their arms wide to swim in the imaginary ocean and lay down to swish their mermaid tails.
- Partnerships with parents are well established. Parents are very happy with the care their children receive and comment that the staff are friendly, familiar to them and very approachable. They feel there is nothing the pre-school can do to improve.
- The provider does not make the best possible use of the meetings she has with staff to monitor and evaluate their practice, in order to raise the overall quality of teaching to the highest level.
- At times, staff do not build further on children's good understanding of the expectations of behaviour.

What the setting needs to do to improve further

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

- strengthen the focus on monitoring and evaluating the practice of staff to help raise the overall quality of teaching to the highest level
- strengthen children's already good understanding of how to manage their own behaviour, in particular, by looking at ways to identify and respond to everyday risks.

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 spoke with staff during the inspection.
- The inspector completed a joint observation with the pre-school provider.
- The inspector held a meeting with the pre-school provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Rachel Pepper

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure knowledge of the signs and symptoms that may indicate a child who is at risk of harm. They follow the correct procedures to ensure children's welfare. The provider uses a range of ways to promote children's good attendance. For example, she works with each family and takes a flexible approach to the sessions and hours children register for, to best meet their needs. The provider welcomes suggestions from the staff team to help improve the provision. For example, she has recently introduced the option of breakfast each morning for children. This has been warmly welcomed by parents, who feel it takes the pressure off of their morning routine. The provider has established an effective system to support children's move onto nursery. For instance, she invites the children's new teachers into the pre-school to introduce themselves and read to the children. This is one of the ways staff support children's emotional well-being as they prepare for the next stage in their learning and future move onto school.

Quality of teaching, learning and assessment is good

The provider swiftly identifies where children need additional support and some training that may benefit the staff. For example, some staff are attending communication workshops to help support children with their speech and language skills. They now recognise the need to provide children with more time to respond to the questions that they ask. Staff manage groups of children well and always consider if the length of each activity is suitable for the ages of children involved. They demonstrate how tools work and encourage children to use their imagination. For instance, children choose from pieces of fruit and vegetables, such as pepper, apple and celery slices. They then use a knife to further shape these to create different insects. Staff remain nearby to provide children with support and listen to them as they talk about what they have made.

Personal development, behaviour and welfare are good

Children show that they feel settled and secure in the pre-school. Staff are responsive to each child and any minor upset is swiftly managed through the cuddles and reassuring words that they provide. Children become familiar with the daily routines and make informed choices about how they spend their 'choosing' time. One of the ways staff support this, is by sharing a timeline with the children near to the start of each session. Staff monitor the food children bring into the pre-school and encourage them to make healthy choices. They strictly adhere to children's dietary requirements at all times. This helps to promote children's good health.

Outcomes for children are good

Children make consistently good levels of progress from their starting-point assessment. Older children develop the confidence to speak in group situations and share the skills they learn with the younger children. Young children explore how relationships work and gain independence as they begin to feed themselves and wash their hands before they eat. Children develop early skills in literacy and mathematics. For example, they listen to stories with increasing attention and learn that numbers can identify how many objects there are in a set.

Setting details

Unique reference number	EY544338
Local authority	Hertfordshire
Inspection number	10092487
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	56
Name of registered person	Pilgrims Way Pre-School CIC
Registered person unique reference number	RP544337
Date of previous inspection	Not applicable
Telephone number	01438 369519

Pilgrims Way Pre-School re-registered in 2017. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday during term time. Sessions are from 8.40am to 11.40am and then from 12.30pm to 3.30pm. There is an optional lunch club offered each day. The pre-school provides funded early education for two-, three- and four-year-old children.

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