

Pitton Pre-School

The Village Hall, White Hill, Pitton, Salisbury, Wiltshire SP5 1DU



Inspection date	9 July 2019
Previous inspection date	9 October 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of 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

- The leader is inspirational and leads a team of highly effective staff. Staff are committed to ensuring children receive the very highest quality of care and education.
- The quality of interactions is exceptional. Staff support children's communication and language development by modelling language effectively and extending children's vocabulary. Consequently, all children thrive during their time at this pre-school.
- Staff contribute to children's learning by providing purposeful and enriching learning environments with a wide range of highly stimulating resources. Children are inquisitive and independent learners and staff provide challenge and extend children's thinking through the use of skilful questioning.
- Children are extremely happy and enjoy very secure attachments with their key person who know the children exceptionally well. Staff accurately assess children's development and use this to identify and plan for children's next steps in their learning to sustain and build on the progress each child makes.
- Staff are highly reflective and are fully involved in robust self-evaluation. The manager continually monitors the quality of teaching and holds regular opportunities to feedback to staff, including staff meetings and individual supervisions. Rigorous monitoring identifies innovative future training opportunities and development needs and staff feel very well supported. Staff support all children to make good progress from their various starting points and some children with additional needs make accelerated progress.
- Excellent partnerships exist with parents and external agencies and the pre-school embrace the local community. All parents who spoke to the inspector shared their passion for the pre-school, feel actively involved and well supported by staff. All parents would fully recommend it to others.

What the setting needs to do to improve further

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

- strengthen opportunities to support parents' understanding of what their child is capable of and how to extend this learning further at home.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning both indoors and outdoors.
- The inspector spoke with staff, children and parents at suitable times throughout the inspection and took account of their views.
- The inspector conducted a joint observation with the manager of an outdoor activity.
- The inspector held a meeting with the manager.
- The inspector sampled a range of documentation, including evidence of staff suitability; children's records and safeguarding procedures.

Inspector

Amy Armstrong

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective and robust policies are fully embedded in practice. Staff's knowledge is excellent and they know what to do if they have any concerns. The leader is not only a positive role model to all staff but has been recognised by the local authority to support other settings. The leader carefully monitors the progress that each child makes in all areas of learning to maintain the highest levels of achievement. Partnerships with parents are exceptionally strong. Recently parents were invited into the pre-school for a sports event and they were surprised to see how independent their children were. There are plans to develop this further in order to strengthen parent's understanding of how to support their child's independence and learning at home.

Quality of teaching, learning and assessment is outstanding

Teaching is consistently of an exemplary standard and staff have high expectations of what children can achieve. Staff have expert knowledge of the curriculum and child development. Staff use this to motivate and enthuse children to develop a love of learning and ignite their imaginations. For example, staff support children's ideas to make nets leading on from a familiar story that they enjoyed the previous day. Staff encourage children to work out what tools they will need, and encourage children to decide which is the best and safest way to attach the material to a stick to make their net. Staff scaffold children's learning by incorporating early phonics and encourage children to write a list of the resources they will need before collecting it. Staff provide these meaningful opportunities for children which are awe inspiring and help to ensure that children are engaged in purposeful play.

Personal development, behaviour and welfare are outstanding

Children are confident, inquisitive and critical thinkers who explore their world around them. Staff place strong emphasis on teamwork and children independently share and take turns without needing to be asked. Children are very polite and well-mannered, including to visitors. Older children nurture younger children and are very patient with them, supporting them in their play. This contributes to boosting younger children's self-confidence and self-esteem, a strength that parents commented on. Children's safety and well-being are central to everything the pre-school does. Children know how to keep themselves safe and minimise any risks and this is meticulously embedded within practice. For example, children learn how to risk assess for themselves when climbing trees and building dens. They are confident to independently use a range of tools safely during forest school activities.

Outcomes for children are outstanding

Children display high levels of engagement in their learning as they are encouraged to follow their own interests and lead their own play. Older children work cooperatively to build a den using large wooden blocks, problem solving and working through challenges together. Younger children enjoy outdoor play, persevering to make sandcastles. They are curious to actively explore the mud kitchen and engage in imaginative play to make mud pies. All children flourish and reach their potential and are exceptionally well-prepared for the next stage in their learning, including starting school.

Setting details

Unique reference number	EY248260
Local authority	Wiltshire
Inspection number	10113886
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 5
Total number of places	26
Number of children on roll	32
Name of registered person	Beckett, Carolyn
Registered person unique reference number	RP513730
Date of previous inspection	9 October 2015
Telephone number	07785 933966

Pitton Pre-School registered in 2002. It operates from Pitton village hall, Pitton, Salisbury, Wiltshire. The pre-school opens weekdays during school term time only. Sessions operate from 8am to 3pm on Monday, Tuesday, Wednesday and Thursday, and from 8am to 1pm on Friday. The pre-school is in receipt of funding for the provision of free early years education for children aged two, three and four years. The pre-school employs six members of staff; of these, one hold Early Years Professional Status, three hold relevant early years qualifications at level 3 and one has a relevant early years qualification at level 2.

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