

Inspection of Pitton Pre-School

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

Inspection date:

26 March 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

All children are deeply engrossed in their learning and play. Staff use children's play to engage them in an ambitious curriculum and help them sustain their concentration for long periods of time. Children want to read, write and count when they play. They continually practise important skills that will support their future learning. Children play shops while staff expertly model language, writing and counting. They make shopping lists together, having fun discussions about items they would like to buy. Staff ask children to help them hear the first sound in words to help them write their list, and children call out, 'Oh, I know, apple starts with an 'a' sound.' Children love counting money in the handbag, ready to spend in the shop.

Staff are highly effective at enhancing children's thinking skills. They delight in children's ideas and value their contributions. They pause children during their playful explorations and encourage them to predict what might happen. Children combine coloured paints with confidence and purpose to create new colours that they like. They use precise, descriptive language to describe their effect, 'It's turned blue, light blue, like the sky.'

Children feel loved, safe, and valued. Staff trust children and give them extra responsibilities to help with the session's smooth running. Children prepare food for others' snacks by slicing bananas and peeling oranges. They tidy up items they have been playing with, often without prompting, and take pride in ensuring they leave activities ready for other children to play with.

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

- The manager has developed an ambitious curriculum that benefits all children. Leaders and staff place a high value on building children's self-belief and confidence while nurturing their independence. Staff plan exceptional learning activities that are directly linked to children's next steps and specifically designed to help them make progress. Leaders and staff have high expectations for all children, particularly disadvantaged children and those with special educational needs and/or disabilities (SEND).
- Leaders and staff support children in developing essential skills necessary for their future learning with dedication. They enhance regular routines into occasions for children to practise fundamental skills daily. Staff develop children's social skills by making snack time a special and unique moment to foster conversational language. Children talk with one another and use excellent manners as they ask others for fruit that they would like to eat. Staff help children to use eye contact and use the names of others to initiate friendly talk. Children confidently participate in discussions about their day and what they look

forward to.

- Children make exceptional progress from their starting points, particularly those with SEND. Staff use assessment information accurately. They design and develop the curriculum needs of each individual child and sequence their learning to build on previous successes to continually develop further. Children learn to recognise their names alongside their pictures as they hang up their coats. Later, they find their lunch place using only their name. Over time, children grow confident and begin writing their names with recognisable letters.
- Children have a deep love for reading books. They enjoy settling into comfy cushions and sharing books with staff. Staff take the time to talk about the illustrations with children and draw their attention to experiences or knowledge they already know that is related to the book. Children are enthusiastic as they discuss their own experiences, which further increases their engagement in stories. Staff support children with SEND with effective strategies, such as weighted blankets and fidget tools, which enables all children to listen and successfully engage in story time.
- Children's behaviour is excellent. Staff reinforce the setting's rules through meaningful praise. They tell children what they have done that is helpful, 'Thank you for putting your drink away.' Staff are alert to children's needs and any differences they have in their play. They model how to calmly negotiate and resolve conflicts calmly. Children listen and take responsibility to share with others.
- Leaders and staff have developed meaningful partnerships with parents. Parents appreciate the staff's proactive approach to their child's care and development. Staff communicate about their child's day and say that, 'support doesn't stop at the gate.' Staff regularly communicate with parents to let them know how their child is progressing. They provide written feedback about their child's development and discuss children's next steps and share ideas to try at home.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2656069
Local authority	Wiltshire
Inspection number	10332880
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	21
Name of registered person	Andrews-Skarul, Iwona
Registered person unique reference number	2656068
Telephone number	07785933966
Date of previous inspection	Not applicable

Information about this early years setting

Pitton Pre-School registered in 2021. 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 1.30pm 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 seven members of staff. Of these, one holds early years professional status, three hold relevant early years qualifications at level 3, one has a relevant early years qualification at level 2 and two are working towards their level 3 qualification.

Information about this inspection

Inspector

Jonathan Payne

Inspection activities

- This is 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 and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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