

Hatfield Broad Oak Under 5's

School House, High Street, Hatfield Broad Oak, BISHOP'S STORTFORD, Hertfordshire, CM22 7HH

Inspection date	14/03/2014
Previous inspection date	25/09/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff provide a good variety of interesting and stimulating activities, indoors and outdoors to promote children's progress in all areas of learning.
- There are warm and caring relationships between children and all staff, particularly key persons. As a result, children demonstrate that they are well settled and secure.
- Staff make very clear their expectations for children's behaviour, which means that children behave well and respond positively to others.
- Staff establish positive relationships with parents. An effective two-way flow of communication supports children's welfare and learning and development.

It is not yet outstanding because

- There are few multicultural resources, particularly in the role-play area, that reflect a range of cultures and backgrounds to promote children's understanding of the world further.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector looked at a selection of policies, procedures and photographs of children joining in with different activities.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the manager, staff, parents and children at appropriate times throughout the inspection.

Inspector

Clair Stockings

Full report

Information about the setting

The pre-school was registered in 1972 and is on the Early Years Register. It operates from a building in the grounds of St Mary's Primary School in Hatfield Broad Oak, Hertfordshire. The pre-school serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The pre-school opens Monday to Friday during school term times. Sessions are from 9am until 1pm on Friday and from 9am until 3pm on Monday, Tuesday, Wednesday and Thursday. Children attend for a variety of sessions. The pre-school provides funded early education for three- and four-year-olds.

The pre-school employs five members of staff, three of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- extend ways of supporting children's growing understanding of family, the community and the wider world to broaden children's knowledge and reflect an inclusive ethos.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The pre-school provides a rich and vibrant learning environment where children happily enjoy a stimulating programme of activities. Children clearly enjoy learning through play, eagerly choosing what they wish to do from the varied range of resources offered. Information gathered by the key person provides a good base for establishing children's starting points in their learning. This enables staff to plan for individual children's progress from their earliest days in the pre-school. As a result, children settle quickly because staff understand their needs well and meet them consistently. Learning journals that include photographs and observations and achievable next steps in learning are in place for all children. These highlight the good progress that all children are making. Staff have daily discussions with parents to provide them with informative feedback about their children's daily activities, learning and progress. They encourage parents to share their comments about their child's learning at home and to contribute comments to their child's learning journal. This approach is successful in engaging parents in their children's education.

Children participate in activities both indoors and outdoors, supported by attentive staff who play alongside, offering praise and encouragement. Children play outside on a daily

basis and the outdoor area promotes children's developing physical skills and confidence. Children choose from a range of physical play equipment, including wheeled toys, hoops and balls and equipment to support all areas of learning is readily accessible for children to self-select. There is a good mix of adult-led and child-initiated play experiences, which encourages children to be active learners as they move freely between activities of their choice. The indoor environment is effectively organised, allowing children to access a developmentally appropriate range of toys and resources covering all areas of learning. For example, children skilfully operate the computer as they manoeuvre the mouse and know how to click on different icons to cause things to happen. This promotes children's understanding of the world. However, there are fewer multicultural resources in the role-play area to fully reflect diversity to help children learn about similarities and differences between themselves and others.

Children's communication skills are a consistently strong aspect of the pre-school. Children successfully develop their spoken language as staff interact sensitively with the children at their level, asking meaningful open questions to skilfully challenge and extend their learning. Older children are confident speakers, keen to engage with visitors to the setting. Staff listen intently to what children say and do, ensuring children feel valued and boosting their self-esteem and confidence. Staff effectively encourage children's development in early literacy as children eagerly choose from a range of creative resources to design their own individual books. Children use different tools for making marks to practise early writing skills. Children are motivated to learn, interested, and engaged in activities. All children receive strong support to develop good attitudes and skills to learn effectively. Staff skilfully give young children the space and time to explore what they are interested in so that, when older, they concentrate and persevere in their learning. Consequently, children are gaining skills which help prepare them for school.

The contribution of the early years provision to the well-being of children

Children share warm relationships with the approachable and friendly staff. New starters settle quickly into the pre-school as staff take account of information about individual children's care needs obtained from parents. A key person system is in place to help children build relationships with their special member of staff, to support their emotional needs and be motivated to learn. Children demonstrate a positive approach to learning, supported by the cheerful interactions of the staff team caring for them.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. Staff provide nutritious snacks, which include fruit and vegetables and children's individual dietary requirements are met. Staff discuss the importance of hand washing with children in order to protect them from harmful germs. Staff give children appropriate support in managing coats and gloves as they prepare for play outdoors. As a result, children achieve some independence in hygiene and managing their personal care.

Children respond well to the clear boundaries set for them. They learn about the needs and feelings of others through sharing, taking turns and helping others. Their behaviour is

good, as staff share consistent expectations and act as effective role models themselves. Children willingly take on responsibility, for example, tidying away equipment before moving outdoors. The pre-school is comfortable and children move freely and safely in their environment because staff take appropriate steps to ensure that hazards are kept to a minimum. Gentle reminders from staff help children to understand about keeping themselves safe as they play and use a variety of equipment. Complying with these expectations means children enjoy their pre-school experiences and have some emerging skills to underpin their eventual move to school.

The effectiveness of the leadership and management of the early years provision

The provider has a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Procedures for safeguarding children are good as staff understand their responsibilities and are fully aware of the procedure to follow should they have a concern. Robust vetting procedures check staff suitability to work with children. In addition, induction procedures support their developing knowledge of the setting's policies and procedures. Staff understand their responsibilities to provide safe play environments for children. Staff ratios and levels of supervision are good at all times. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

Effective procedures have been established to work with parents and as a result, parents speak positively of the care and learning their children receive. Parents praise 'the warm family environment' and describe the staff team as 'friendly, approachable and caring'. They keep up to date about their child's learning through daily verbal feedback and regular newsletters. Effective relationships with other professionals and external agencies are established so that children's needs are supported and help them to make progress. Links with other providers are in place and continue to be developed to further aid children's progress and development through a consistent approach.

The manager and her team demonstrate a good understanding of the Early Years Foundation Stage and their responsibility to promote the learning and development of all children. They monitor the levels of planning and assessment to make sure these are consistent and display an accurate understanding of all children's skills, abilities and progress. The manager monitors staff performance, both informally through working alongside the staff and more formally through annual appraisals, which identify individual training needs. For example, recent training on observation and assessment further supports staff to promote children's development in all areas of learning. Most staff hold relevant childcare qualifications and are keen to continually update their professional development. Suitable induction procedures are in place to support new staff to help them understand their roles and responsibilities. The manager uses regular staff meetings to discuss and share any ideas and practice issues to further promote effective outcomes for children. The manager and staff team demonstrate a commitment to the ongoing development of the whole provision and continue to identify priorities for improvement.

This self-evaluation process fully incorporates the views of children, parents, staff and other professionals.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	402138
Local authority	Essex
Inspection number	868960
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	27
Name of provider	Hatfield Broad Oak Under Fives Committee
Date of previous inspection	25/09/2008
Telephone number	07989 723550

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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