

Hatfield Heath Pre-School

Hatfield Heath Cp School, The Heath, Hatfield Heath, BISHOP'S STORTFORD,
Hertfordshire, CM22 7EA



Inspection date	16 March 2016
Previous inspection date	22 March 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the 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 highly skilled practitioners expertly support and guide children through planned experiences. They use every possible opportunity to enhance and extend children's learning during child-led play.
- Practitioners know children exceptionally well. They use their in-depth knowledge of children's interests and experiences, and their detailed assessments, very effectively to plan for further teaching and learning. They consistently ensure that teaching is precisely matched to children's specific learning needs.
- Children rapidly improve their speaking and listening skills. Practitioners make the very best use of opportunities to help children learn new words and practise using them. Group activities are superbly led, with plenty of practitioner support, ensuring that every child is involved in the interesting and challenging learning taking place.
- Practitioners work exceptionally well with other agencies to support families and provide children with the very best learning and care possible. Parents comment that the level of support provided makes a significant contribution to the whole family's well-being.
- Excellent partnerships with the adjacent school help children to make an easy move into the Reception class when the time comes.
- The manager's monitoring of the provision and the tracking of children's progress is highly effective. She has a very clear picture of the overall development of the group and of the individual children.

What the setting needs to do to improve further

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

- review and embed the supervision arrangements for the manager, ensuring that she receives the same high level of support and development opportunities as the other members of the staff team.

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 completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of practitioners working in the pre-school and of committee members.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Alison Reeves

Inspection findings

Effectiveness of the leadership and management is outstanding

The qualified and experienced team is led by managers who clearly communicate the very highest expectations to practitioners and children. The incisive evaluation and target setting has led them to achieve and sustain very high standards. The arrangements for safeguarding are effective. All practitioners understand the possible signs that children are at risk of harm and know the appropriate action to take. Practitioners provide parents with a wealth of information about the pre-school and other local support organisations as part of their welfare and safeguarding practice. Recruitment and vetting procedures for practitioners and the committee are robust. The arrangements for the supervision of practitioners to ensure the quality of their work and their continuous professional development are well established and effective. The changes to the committee offer the opportunity to enhance the arrangements for the manager's professional development.

Quality of teaching, learning and assessment is outstanding

The quality of teaching is consistently outstanding. Practitioners always expect the very best of every child. They offer a superb level of challenge and plenty of interesting activities. Children delight in learning outdoors. They explore and imagine as they search for the dinosaurs hidden in shredded packing material. Practitioners carefully question children, helping them to share what they know about the world. Children are fully involved in group activities. They thoroughly enjoy the interactive and engaging story times. Practitioners expertly help children to achieve their specific learning goals. Children explore the theme of change, associated with Spring. They show their knowledge, making connections to their own life experiences. Children are very proud to contribute to the displays of their work that show the broad range of learning experiences on offer. Extra funding is used extremely well to target support for those children who need it most.

Personal development, behaviour and welfare are outstanding

Children's behaviour is exemplary. Practitioners provide an excellent role model for all children, helping them to learn about respect and how to value others. The inclusive atmosphere, promoted by the whole team, encourages children to make friends and to appreciate similarities and differences. Children quickly learn about their personal safety and health. They listen attentively, act maturely in response to requests and actively participate in learning about healthy lifestyles. Children show high levels of personal independence, managing their self-care and taking responsibility for serving themselves drinks, and putting on their coats before going to play in the garden area.

Outcomes for children are outstanding

All children, including those with special educational needs, are making very rapid progress. They quickly acquire the skills they need for school. Children develop confidence in their early writing and begin to recognise letters, sounds and some words in print. They gain a secure grasp of mathematical concepts. Practitioners value children's home languages and provide excellent support for children who are learning English as an additional language. Parents are very involved in their children's learning. Practitioners offer superb resources for parents to use at home and this accelerates children's progress.

Setting details

Unique reference number	EY396055
Local authority	Essex
Inspection number	859752
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	39
Name of provider	Hatfield Heath Pre-School Committee
Date of previous inspection	22 March 2010
Telephone number	07749282501

Hatfield Heath Pre-School was registered in 2009. It is run by a voluntary management committee. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 8am until 8.45am for the breakfast club and from 8.45am until 11.45am. The lunch club runs until 1pm and during the spring and summer terms, a session from 1pm until 3pm on Monday and Thursday is offered for children starting school in the following September. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and children who speak English as an additional language.

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