

Harwood Hill Pre-School

Harwood Close, Welwyn Garden City, Hertfordshire, AL8 7AG



Inspection date

30 March 2016

Previous inspection date

28 June 2011

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

- Assessments of children's skills are meticulous and staff's planning for activities fully promotes children's learning and interests. For example, staff impressively teach children new vocabulary while exploring their interests in the home corner. This is especially beneficial for those learning English. Children develop skills at a remarkable pace because teaching is exceptional.
- Children learn while having fun and they explore exceptionally well-resourced play areas. They enjoy a range of jigsaw puzzles, board games and science experiments. For example, children explore a chemistry set and turn water into gel. Staff are highly creative and through expert interactions, they fully promote children's learning.
- Children celebrate festivals and learn about cultures. They actively participate in events in their local community. Staff are excellent role models and children develop strong social values, such as respect for others and the environment.
- Staff constantly praise children for their efforts and children have a strong sense of self-belief. Children understand what is expected of them and behave exceptionally well.
- Children help staff in conducting daily risks assessments of play areas. They use a clipboard and a tick list. Staff use the school grounds for activities with children and organise outings with them. Children's security is staff's utmost priority.
- Staff have excellent access to training and professional development. The manager conducts highly effective supervision meetings and staff benefit from tailored support. They are extremely confident in their roles, responsibilities and duties.
- Managers, staff, parents and the local authority actively contribute to the highly effective reflective practice. Staff expertly introduce new ideas for children.

What the setting needs to do to improve further

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

- extend even further the procedures to link with other settings that children attend, to ensure that even more detail about children's learning is exchanged.

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 joint evaluations of activities with the pre-school manager.
- The inspector held meetings with the managers and discussions with staff. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability, qualifications and training of staff working with children.
- The inspector spoke to a small selection of parents during the inspection and took account of their views in written feedback.

Inspector

Karinna Hemerling

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff participate in regular child protection training and are confident with the steps to take should concerns arise. The manager and staff are highly committed to protecting children. They keep meticulous records of children's well-being and education. The highly qualified manager engages staff and committee members in maintaining policies in line with current requirements. She links with other settings that children attend. However, there is capacity to exchange even more detailed information about children's learning to boost the already excellent support. Staff, parents and external professionals work in exceptional partnerships and promptly support children.

Quality of teaching, learning and assessment is outstanding

The qualified staff securely promote children's learning through play. For example, children have fun making play dough and measuring ingredients. They mix colours to create different shades, and add textures and herbs for fragrance. Staff have exceptionally high expectations of children, who play with high levels of interest. For example, they play with water and sand, learning mathematics while using scales and different sized containers. Staff provide exciting opportunities for children to develop literacy skills. Children participate in guided drawing, reading and singing activities. They also fully benefit from plenty of opportunities to lead own play. Children have outstanding experiences across all areas of learning and progress beyond expectations.

Personal development, behaviour and welfare are outstanding

Staff proficiently engage parents in exchanging information about children's needs. They successfully ensure that children's needs are always met. Initial sessions are planned according to children's needs and they settle very quickly. Children learn to become independent and to manage their own needs. They help staff in preparing healthy snacks and benefit from plenty of physical activities. Children explore a wide range of equipment outside and enjoy climbing, balancing, ride-on toys and ball games. They are extremely confident. Staff competently teach children to keep safe and to be mindful of others as they play together. Children form exceptional bonds with staff and peers.

Outcomes for children are outstanding

Procedures to identify children's starting points and next steps in learning are highly effective. Staff meticulously complete the progress check for children aged between two and three years and provide parents with regular summaries of their development. Managers and staff closely track children's progress and astutely narrow gaps in their learning. For example, children who speak English as an additional language swiftly learn English through the staff's inspiring modelling of language throughout play. Children fully benefit from exceptional support between home and pre-school. They flourish and are ready for their progression to nursery.

Setting details

Unique reference number	EY266992
Local authority	Hertfordshire
Inspection number	848505
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	24
Number of children on roll	20
Name of provider	Harwood Hill Pre-School Committee
Date of previous inspection	28 June 2011
Telephone number	07522672978

Harwood Hill Pre-School was registered in 2003 and operates from the nursery class of Harwood Hill School. The pre-school employs eight members of childcare staff, four of whom hold appropriate early years qualifications at level 3. The manager holds Early Years Professional status. The setting opens from Monday to Friday during term time only. Sessions are from 12.30pm to 3.30pm. The setting provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

