

Bayford Pre School

Bayford Village Hall, Ashdene Road, Bayford, HERTFORD, SG13 8PX



Inspection date

13 May 2016

Previous inspection date

26 April 2012

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

- Staff conduct meticulous assessments of children's skills. They expertly identify children's starting points and ongoing next steps in learning. Observations of children's development are detailed and regular, clearly demonstrating their achievements.
- Staff plan activities that are directly linked to children's learning needs and preferences. For example, children are interested in learning about firefighters. Staff innovatively teach them about common causes of fire and fire safety. Children create props and pretend to be firefighters. They play with enthusiasm and are eager learners.
- Teaching is inspiring and children make exceptional progress. For example, children observe snails and caterpillars growing in the outdoor classroom. They keep diaries of the process and use sophisticated vocabulary to talk about life cycles and nature. Staff are passionate teachers.
- Children have excellent opportunities to learn about leading healthy lifestyles. Snacks are nutritious and routines expertly promote their independence and hygiene. Outdoor play opportunities are exceptional and children have plenty of fresh air.
- Children settle quickly and form very strong bonds with staff, who are extremely attentive towards them. Parents regard staff's care and teaching as outstanding.
- There are exceptional procedures for the supervision of staff's practice. Training is targeted and staff have great opportunities for continuous professional development. New ideas are constantly implemented to boost children's well-being and learning.
- The manager skilfully engages parents, staff and the local authority in evaluating practice to ensure children's needs are always met.

What the setting needs to do to improve further

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

- continue to expand on the opportunities that children have to learn and develop their mathematical skills.

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

Karina 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 very confident regarding their duty to safeguard children. The manager securely leads the safeguarding practice and inspiringly raises staff's awareness of signs for concern. Policies are in line with legislation and shared with staff and parents. The highly qualified manager and staff maintain an exceptional, reflective practice. They have recently identified, through tracking of children's progress and audits of play areas, that there is capacity to promote children's mathematical learning even further. Staff minimise risks to children by conducting detailed assessments of play areas and outings. All adults caring for children are qualified, suitable and extremely confident in their roles. Children are safe and they thrive.

Quality of teaching, learning and assessment is outstanding

Key staff are extremely secure about children's learning and development. They expertly tailor activities and routines to meet children's needs. Activities are very challenging and interesting, and children of all ages develop skills at a fast pace. For example, they proudly create models using a variety of resources. Then they display and explain their creations to peers and parents. There are excellent opportunities for children to use mark-making tools. They develop writing and drawing skills especially well. Children enjoy music, reading and science on a daily basis. These are planned by expert staff who swiftly narrow gaps in children's learning. There are exemplary links between staff, parents and other settings that children attend. Children have exceptional support at all times and they flourish.

Personal development, behaviour and welfare are outstanding

Parents are fully involved in all aspects of children's experiences at the pre-school. Children's individual backgrounds are expertly promoted. For example, staff use photographs of family members to offer children comfort and encourage them to talk about home. Staff celebrate cultural festivals with children and teach them about their community. Children have excellent opportunities to learn to manage their personal safety. For example, as they play on the climbing frame, they learn to follow instructions and take turns. Behaviour management is highly effective. Children are praised at all times and behave exceptionally well. They are very confident and self-assured.

Outcomes for children are outstanding

Children learn through play and are eager to participate in the very creative activities. For example, staff challenge them to build towers representing their height. Children's interests are innovatively promoted in activities across all areas of learning. For example, they become engrossed in a 'superhero' play, creating costumes and discussing super powers and how to help others. Staff are expert teachers. They promote children's language using skilled questioning to boost children's communication. For example, during group discussion about the firefighters, children look at pictures, listen to stories and explore items used by the emergency services. They are extremely eager to share their ideas. Children achieve to their full potential and beyond in preparation for school.

Setting details

Unique reference number	EY431022
Local authority	Hertfordshire
Inspection number	853159
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	25
Number of children on roll	34
Name of registered person	Bayford Pre-School
Registered person unique reference number	RP531133
Date of previous inspection	26 April 2012
Telephone number	01992511474

Bayford Pre School was registered in 2012. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or 3, including one with early years professional status. The pre-school opens from Monday to Friday during term time only. On Monday and Tuesday, sessions are from 9am until 1pm. On Wednesday, Thursday and Friday, sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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