

# Windsor Hall

Windsor Hall Community Centre, Blyth Close, BOREHAMWOOD, Hertfordshire, WD6 4EE



## Inspection date

Previous inspection date

16 March 2017

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff have built close working partnerships with parents. They are very supportive and speak to parents daily about how their children are progressing. Parents speak very highly of the staff and say they feel like part of a family. Staff provide parents with information and ideas that they can use at home to further their children's learning.
- Children have established secure attachments and build close relationships with their key person. This supports children in building their confidence during their settling-in sessions. Staff know the children well and meet their individual needs effectively.
- Staff use spontaneous moments in children's play to promote their learning. For example, as children build houses, staff talk to them about the patterns they are making with the differently coloured bricks. Children confidently count how many bricks they use to build a house.
- Children are provided with frequent opportunities to explore the local area and develop their physical skills. They enjoy outings to the local parks and shops. Children take part in planting activities and regularly ride and play with push-along cars and bicycles.

### It is not yet outstanding because:

- Staff do not consistently promote effective partnerships with settings that children move on to, in order to maintain the continuity in their learning.
- The manager is not making the best possible use of supervision to monitor and evaluate staff's practice to focus on raising the overall quality of the provision to the highest level.

## What the setting needs to do to improve further

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

- enhance the partnerships with other settings that children move on to, in order to promote a more effective exchange of information about children's learning and development
- strengthen procedures for staff supervision, in order to monitor and evaluate their practice and focus on raising the overall quality of the provision to the highest level.

### 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 spoke with staff and children during the inspection and took note of their views.
- The inspector observed and discussed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Michelle Baldock

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Robust induction and regular ongoing safeguarding training ensure that all staff have a good knowledge of the signs and symptoms of abuse. They know the procedures to follow and who to contact to report any such concerns. Staff closely monitor the assessments of children's progress and identify any gaps in their development. They work with other professionals to provide targeted support to ensure that each child's individual needs are being met and gaps in their learning are closing. Staff evaluation of the pre-school is shared with the manager to promote improvement. The views and opinions of parents and children are taken into account. All feedback is effectively included in the planned improvements for the further development of the pre-school.

### Quality of teaching, learning and assessment is good

Staff closely link children's next steps in learning to their daily planning of challenging and interesting activities for children. They gather information from parents when children first start. Staff use these details along with their own observations to identify children's initial starting points and skilfully plan for their next steps in learning. Children work together making dough. Staff support them with what ingredients to put in and the quantities they need. Children learn about adding and counting as they calculate the spoonfuls of water they use. This supports children's mathematical development. Children's early writing skills are supported through the range of writing opportunities offered. They enjoy using different-sized brushes while painting and create pictures using a range of writing tools, such as pens and pencils.

### Personal development, behaviour and welfare are good

Children's self-esteem is raised through the frequent praise and encouragement given by staff. They develop their independence, such as when they cut up their own snacks and tidy away toys at the end of the session. Staff promote good hygiene practices. They consistently remind children to wash their hands before snacks and after messy play. Children behave well and are kind to one another. This is supported by the staff's consistent approach and clear explanations that they give to children. They take part in a range of activities for different festivals. This helps them to learn about similarities and differences between each other. Children learn about keeping healthy from discussions with staff. They talk and share books about exercise and food that is good for them. Children visit the local shops to buy healthy food for their snacks and meals.

### Outcomes for children are good

Children are eager learners. They fully engage in activities and enthusiastically take part in a wide range of learning opportunities offered. Children make good progress from their starting points. They quickly gain skills, such as listening to each other's views and sharing toys kindly. This learning helps them in preparing for their move on to school. Children develop an interest in stories and books. They enjoy being involved and answering questions or acting out a part from a book. Children can recall some phrases and words from their favourite well-known books.

## Setting details

<b>Unique reference number</b>	EY492978
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1023981
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Jessica Bunny Breakwell
<b>Registered person unique reference number</b>	RP905623
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07493069621

Windsor Hall was registered in 2015. They employ seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above, including one with early years professional status and one with qualified teacher status. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am until 2.15pm from Monday to Wednesday and from 9.15am to 12.45pm on Thursdays and Fridays. The pre-school 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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

