

Howe Dell Day Care

The Runaway, Hatfield, Hertfordshire, AL10 9AH



Inspection date

26 May 2017

Previous inspection date

9 December 2013

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

- Parents are extremely complimentary of the day care. They explain that it provides excellent care and education for their children.
- The highly motivated and knowledgeable management team leads the setting with passion. It has an exceptional understanding of its roles and responsibilities to ensure the safe and smooth running of the day care.
- Staff provide an extremely exciting and stimulating range of high-quality learning experiences for children. Children make excellent and sustained progress in their learning.
- The views of all staff, children, parents and other external professionals are highly valued. Managers effectively use this feedback to inform their self-evaluation process and to drive continuous improvement to an outstanding level.
- Children are exceptionally well motivated, confident and self-assured. They independently initiate their own play and ideas.
- Staff make comprehensive observations of children's play that inform their planning and assessments. These enable staff to target each child's development and to plan highly successful activities that help to raise children's learning to the highest possible level.

What the setting needs to do to improve further

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

- develop the already exemplary training opportunities to raise the quality of teaching and learning to an outstanding 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.
- The inspector completed a joint inspection with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector held a meeting with the manager and the provider. She looked at relevant documentation and evidence.

Inspector

Roberta Ingram

Inspection findings

Effectiveness of the leadership and management is outstanding

Leaders highly value the staff team and demonstrate excellent leadership skills. Safeguarding is effective. Managers and staff have a robust and thorough understanding of child protection. All staff are aware of their responsibilities, including the procedures for reporting any welfare concerns. There is a high number of well qualified and extremely motivated staff who work well and contribute towards the exemplary organisation of the provision. Managers are continuously reviewing their training plan to raise the quality of teaching even higher. The exceptional partnerships with the school as well as with outside agencies drive for outstanding improvements.

Quality of teaching, learning and assessment is outstanding

Staff skilfully use each experience they offer children to enhance their learning and engagement. They make excellent use of the resources within the setting, ensuring that they are extremely inviting and encourage effective learning opportunities. Children excitedly manipulate play foam into balls. They try to throw these to each other, giggling as the foam balls stick to their arms. The highly effective quality of teaching is seen throughout the setting as staff expertly promote the learning of children of all ages and stages of development. Staff enthusiastically encourage children to explore and experiment. One way they do this is by using food basters to spray paint onto paper. They watch what happens as the paint soaks into the paper and predict what new colour they will make when they add a second colour. Staff ask purposeful questions to enhance the children's thinking to a very high level. Younger children thoroughly enjoy making shapes in a large tray of coloured sand. Staff support their exploration superbly, encouraging them to feel the texture of the sand and to talk about how it feels.

Personal development, behaviour and welfare are outstanding

Children have an extremely positive sense of themselves and the world they live in. A well established, key-person system and effective settling-in procedures result in children developing secure bonds with the staff and their peers. The excellent partnership working supports all parents. One way the staff communicate is through pictorial feedback sheets to enable key persons to successfully share information with parents who speak English as an additional language.

Outcomes for children are outstanding

Children make excellent and sustained progress in preparation for their future learning and their move to school. Children articulate their feelings well. They are extremely independent and guide much of their own play and learning. Children are inquisitive and excited to learn in the vibrant and welcoming environment.

Setting details

Unique reference number	EY361200
Local authority	Hertfordshire
Inspection number	1065032
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	56
Number of children on roll	86
Name of registered person	Howe Dell Primary School Governing Body
Registered person unique reference number	RP527279
Date of previous inspection	9 December 2013
Telephone number	01707 263291

Howe Dell Day Care registered in 2007. The setting opens from Monday to Friday all year round with the exception of one week at Christmas and one week at the end of August. Sessions are from 8am until 6pm. The setting provides funded early education for two- and three-year-old children. It supports a number of children who speak English as an additional language and those who have special educational needs and/or disabilities.

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