

# Hatfield Broad Oak Under 5's



School House, High Street, Hatfield Broad Oak, Bishop's Stortford, Hertfordshire,  
CM22 7HH

<b>Inspection date</b>	15 March 2018
Previous inspection date	25 May 2017

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
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

- Since the last inspection, procedures to ensure that Ofsted are provided with information about any changes to committee members have improved. The manager has strengthened systems for comparing progress made by different groups of children; she identifies and quickly takes action to close any gaps in their learning.
- Parents show their satisfaction with the service provided. They describe staff as caring and very supportive. They talk about the environment being safe and that staff provide a good selection of activities. Parents regularly use an electronic system to find out about their child's progress and what their next steps in learning are.
- Staff provide plenty of opportunities for children to learn about simple mathematics. They are encouraged to represent numbers using their fingers; excitedly counting how many cups and plates are needed at snack time. They learn mathematical language, such as 'big' and 'tall' in context. Children make good progress in their learning.
- Children develop firm relationships with staff. They turn to them for support when needed. Staff deployment is effective and children are supervised well.
- Partnerships with other professionals are good. Staff work well with specialist teachers to provide learning opportunities for children who have special educational needs.

### It is not yet outstanding because:

- Professional development plans are not precisely targeted on raising individual staff member's quality of teaching to an even higher 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 individual support provided for staff to promote more precisely the quality of their teaching to an even higher level.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a number of discussions with the manager, staff and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with the manager and staff how they reflect on their practice.
- The inspector took account of the views of parents through discussions at the inspection.

### Inspector

Ann Cozzi

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have completed training that helps them to recognise the signs of abuse effectively. They are aware of what action to take if they have any concerns about a child's welfare. Recruitment is robust. Relevant checks are undertaken to ensure that all staff are suitable to work with children. Induction procedures help staff to gain an understanding of their roles and responsibilities. Risk assessments of the environment are regularly undertaken and any identified hazards are minimised or removed. The entry system into the setting is secure. This means that staff are alerted to any visitors before they can enter and children are not able to leave unnoticed.

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

Children show great interest and enjoyment in activities as they engage well in play and learning. Younger children are keen to press buttons as they explore battery operated toys to find out how they work. They watch in anticipation to discover what might happen next. Children show that they have a good imagination and are building good muscle control. They eagerly roll and manipulate dough with their fingers, shaping it with their palms and then placing it carefully into a cake tin. Staff encourage children to use their senses. After smelling the dough, children smile as they tell staff that it smells like chocolate. Staff encourage children to build on their imaginary play, for example, they ask them how they intend to cook their pretend cakes. Children are encouraged to sing songs and use instruments, keeping time with the beat.

### Personal development, behaviour and welfare are good

Staff welcome children and their parents into the setting. Children are confident and settle quickly, showing that they feel emotionally secure. Children are well behaved and show great pride in their achievements. After stacking the layers of a large toy cake, they proudly carry it across the room to show the other children and staff. Children are provided with gentle reminders of how to keep safe, which they respond well to. During snack time, children talk about why it is not safe to put a butter knife in their mouth. Children take part in activities that help them to learn about the wider world. For example, staff talk to them about which countries the bananas and apples they are eating come from. Some children successfully identify the French national flag. Children understand good hygiene practice and know that washing their hands, 'Get germs off'.

### Outcomes for children are good

Children show perseverance as they solve problems independently. For example, they successfully work out how to carry a drawer containing letters of the alphabet over to an activity table. Children enjoy activities, such as painting, for prolonged periods of time. They develop physical skills, including balance as they take part in activities and use large play equipment outdoors. Children gain a good range of skills, ensuring that they are well prepared for their next stage in learning and eventual move to school.

## Setting details

<b>Unique reference number</b>	402138
<b>Local authority</b>	Essex
<b>Inspection number</b>	1100543
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	21
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Hatfield Broad Oak Under Fives Committee
<b>Registered person unique reference number</b>	RP520655
<b>Date of previous inspection</b>	25 May 2017
<b>Telephone number</b>	01279718998

Hatfield Broad Oak Under 5's registered in 1992. The pre-school employs four members of childcare staff. All staff hold a relevant early years qualification at level 3 or above. The pre-school opens from Monday to Friday during school term time. Sessions are from 9am until 3pm on Mondays and Thursdays and from 9am until 1pm on Tuesdays, Wednesdays and Fridays. The pre-school provides funded early education for three- and four-year-old children.

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