

# Inspection of Early Birds, Night Owls and Apple Tree Pre-school

Windhill Primary school, Windhill, Bishop's Stortford, Hertfordshire CM23 2NE

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Inspection date: 13 November 2019

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Managers and staff have the highest expectations for all children. They organise the environment and resources marvellously well so children have access to a vast range of enjoyable experiences. Children arrive full of enthusiasm and thoroughly look forward to their day. They demonstrate they have special bonds with staff across the setting. Children become enormously self-reliant because staff make the most of all opportunities for children to do things for themselves. For instance, children choose, prepare and serve their snacks, and handle the china cups and plates with great care. Children develop an excellent sense of safety as, for example, they learn which trees in the woods are safe to climb.

Children have highly developed social skills. They spontaneously join in games with their friends and eagerly look forward to group-story or singing sessions. Children show they are very capable at sharing their play with others and taking their turn. Staff provide warm praise when children are kind and helpful. This further boosts their already considerable confidence and sense of worth. Children enjoy visits into their local community. They frequently visit the local care home and engage with the residents. Children record their experiences in a community book, which helps them to recall what they have learned.

### **What does the early years setting do well and what does it need to do better?**

- Staff are highly skilled at promoting and supporting children's self-chosen learning. They know the children inside out and have an exceptional understanding of their individual development needs. Staff accurately assess what children know and can do. They adeptly plan challenging targets for what children need to learn next. All children are exceptionally well prepared for school, including those receiving additional funding.
- Children become hardy and resilient. They make excellent use of the outdoor areas all year round. They thrive there, even in cold weather. They demonstrate high levels of independence as they put on warm coats and wellington boots. Staff monitor their health and well-being closely. They encourage children to come indoors if they appear cold or wet, and remind them to wash their hands in warm water.
- There is a strong focus on staff's professional development, which is well targeted towards the needs of the children. For instance, all staff have learned sign language, which has been embedded into daily practice to better promote children's communication skills. Staff are highly capable and have a complete understanding of their roles and responsibilities. They work marvellously well as team.
- Staff work closely with parents and other professionals to support children's individual care and learning needs. In particular, there are exceptionally close

links with the host school that helps to ensure older children move confidently into Reception classes. Support systems for children with special educational needs and/or disabilities are exemplary.

- The owner and her managers provide inspirational leadership. Staff's morale and well-being are given the highest priority. This leads to staff having fantastic levels of motivation and enthusiasm. Their teaching is consistently high quality. Staff are dedicated to achieving the best possible outcomes for all children.
- Parents praise staff for their caring attitudes. They say they notice a real difference in their children's confidence and skills. Children bring home new songs to sing and remember activities they have enjoyed. Staff provide parents with ideas for activities to do at home and use children's home experiences in the setting. For example, staff have created a 'sea-side beach' so children can recreate their memories in role play.
- Staff give a high priority to developing children's language skills. They encourage children to sing together and offer many opportunities for them to choose books and listen to stories. Children who are learning English as an additional language hear and use their home language, which increases their sense of belonging. Staff skilfully introduce new words into children's play. As children cut up vegetables, they learn that the insides of some vegetables are 'squishy' and 'slimy'.
- Children enjoy learning new mathematical concepts. They discuss differences in the size and shape of fruit and vegetables, and comment on their respective weights. Staff sing counting songs with children and use numbers during everyday activities, such as counting pebbles in the sand.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff are well trained in their safeguarding responsibilities. They have a thorough understanding of procedures to follow if a child is at risk of abuse. Staff have an in-depth knowledge of children's individual lifestyles and family circumstances. This helps them to be aware of changes that may indicate whether children and families need any additional support. Robust checks help to ensure staff are suitable to work with children.

## Setting details

<b>Unique reference number</b>	EY337657
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10106038
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 11
<b>Total number of places</b>	40
<b>Number of children on roll</b>	125
<b>Name of registered person</b>	Lynskey, Hayley Marie
<b>Registered person unique reference number</b>	RP910703
<b>Telephone number</b>	07745262676
<b>Date of previous inspection</b>	10 March 2014

## Information about this early years setting

Early Birds, Night Owls and Apple Tree Pre-school registered in 2006. It opens from 7.30am to 6.30pm, Monday to Friday, for 48 weeks of the year. The setting has 11 members of childcare staff. All hold appropriate qualifications between level 6 and level 3. The setting provides funded early education places for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Veronica Sharpe

### Inspection activities

- The inspector and the owner, who also helps to manage the setting, carried out a learning walk to understand how the educational programme is organised.
- The inspector observed children and their interactions with staff.
- The inspector spoke with children, parents and staff during the inspection. She took further account of parents' views through surveys and testimonials.
- The inspector had discussions with the owner and other members of the management team to discuss management processes. Essential documents were looked at, such as evidence of the suitability of staff.

We carried out this inspection 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.

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