

Inspection of Bayford Pre School

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

Inspection date: 20 November 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

When children first start attending the pre-school, they settle very quickly and soon form strong friendships. Children behave exceptionally well, showing considerable empathy and consideration to their peers. They find soft toys, which they give to other children who are feeling a little sad to cuddle and play with. Staff thank children for their kindness, helping to promote a very caring and inclusive atmosphere. Many parents comment on staff's very positive role modelling. As a result, children feel secure in the highly nurturing environment that staff create.

Children enthusiastically join in activities. They listen to questions that staff ask them before selecting different-sized bowls and chairs to help tell the story of 'Goldilocks and the Three Bears'. Staff encourage children to use words to describe the size and position of the props, helping to strengthen children's grasp of mathematical concepts.

Children enjoy moving and stretching while they learn about keeping their bodies healthy, contributing to their ability to make positive lifestyle choices. The manager welcomes other groups and professionals to run structured activity sessions, helping to expand children's experiences in enjoyable and memorable ways.

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

- Leaders and managers use a variety of ways to communicate with parents, including daily updates and photographs, weekly newsletters and regular updates on children's individual progress. This helps promote good relationships between staff and parents.
- The key-person system is exceptionally strong. Staff take time to find out about children's home lives. They sensitively offer advice to help parents support children's developmental milestones, helping to promote continuity in care and education. Any additional funding received for some children is used constructively to help build on children's experiences and knowledge.
- Staff work very closely with other settings that children also attend. A number of children attend the neighbouring nursery class in the mornings. Children are welcomed into the pre-school at lunchtime by staff and the other children. Staff share observations with the nursery teacher, helping to maintain an accurate account of children's progress.
- The manager seeks feedback from parents, staff and other professionals to help evaluate the quality of the care and education. Ideas and comments help to shape plans, leading to continual improvements.
- The manager and staff recognise that children's age and stage of development have an impact on their levels of concentration. Staff split children into two groups to share stories and play games most suited to their needs. This helps

children gain confidence while they speak in small groups. Older children listen carefully to recorded sounds, guessing what they could be. Staff test children's knowledge, asking them to name, for example, individual instruments. This helps to encourage children to remember different sounds and where they might come across them.

- The manager encourages staff to observe each other and share ideas to help promote good practice. Staff read professional publications and access local training courses. They feed back what they have learned to other team members during regular staff meetings. This helps to maintain staff's professional development and enhance the quality of education.
- Staff follow children's interests. Children know they can request favoured activities, helping them build on their previous experiences. However, at times, staff miss opportunities to encourage children to predict outcomes and solve problems. For example, children are not asked to think what might happen when they mix different coloured paints together.
- Staff plan a variety of focused activities to help children build on what they already know. At times, staff fail to adapt activities to suit the wide range of knowledge and understanding children already have. As a result, some activities are not sufficiently challenging to enhance the most able children's precise learning needs.
- The manager and staff team work very well together. The manager has an excellent overview of children's well-being, care and education. However, the members of the management committee do not always fully embrace their roles and responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to identify and report any concerns they might have about children's welfare. New members of staff familiarise themselves with key policies, such as safeguarding children, at the outset of their employment. This helps to ensure they understand the procedures they must follow. Managers make sure that suitability checks are carried out for management committee members and staff. This helps to ensure that children are kept safe.

What does the setting need to do to improve?

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

- encourage children to predict outcomes and solve problems for themselves
- add more challenges to adult-led activities to help the most able children extend their learning even further
- create more opportunities for committee members to develop an even deeper understanding of their roles and responsibilities.

Setting details

Unique reference number	EY431022
Local authority	Hertfordshire
Inspection number	10127407
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	25
Number of children on roll	38
Name of registered person	Bayford Pre-School
Registered person unique reference number	RP531133
Telephone number	01992511474
Date of previous inspection	13 May 2016

Information about this early years setting

Bayford Pre School registered in 2011. The pre-school employs seven members of childcare staff, six of whom hold appropriate early years qualifications at level 3 or above, including the manager who holds early years professional status. The pre-school opens from Monday to Friday during term time only. On Monday, sessions are from 9am until 1pm. On Tuesday, 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.

Information about this inspection

Inspector

Katrina Rodden

Inspection activities

- The inspector observed activities in the playroom and garden. She spoke to staff and children at appropriate times throughout the inspection.
- The chair of the management committee and the manager met with the inspector.
- The manager shared information about the pre-school during a learning walk with the inspector.
- The inspector carried out a joint observation with the manager.
- The inspector read emails and letters sent to her from parents. She took their views into consideration.

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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