

# Inspection of De Havilland Pre School

De Havilland Primary School, Travellers Lane, Hatfield AL10 8TQ

---

Inspection date: 25 May 2021

---

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children arrive and separate from their parents with little need for support. They wave goodbye, hang up their coats and clean their hands before they play. Children learn to be kind to one another. They recognise when their friends feel sad and try to help them, such as by giving them a toy to play with. Staff praise children for their kindness.

All children make good progress in their learning. This includes children with special educational needs and/or disabilities. Staff work together to provide effective support to those children who have special educational needs. Experienced staff members share information and strategies to support less-experienced staff. This helps them to develop their teaching skills further.

Children who did not attend the pre-school during the COVID-19 (coronavirus) pandemic were supported to continue their learning at home. For instance, parents used home-learning packs provided by staff to help children meet their individual targets. Children receive effective support to settle back into the pre-school after long absences. They quickly remember routines and boundaries. Staff identify any emerging gaps in children's learning when children return to the pre-school. They monitor children's progress and update their targets. Any gaps in children's learning close quickly.

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

- Staff know the children well and are aware of their interests. Children talk confidently to staff about what resources they would like to play with. Staff add these activities to the planning, showing children that their choices matter. Staff know what children can do and use this information effectively to help children become ready for the next stage in their learning. For example, staff encourage children to practise writing their names on their work at the start of an activity.
- The manager actively involves parents in the pre-school. Parents receive updates on their children's time at the pre-school through an online system. The manager encourages parents to share videos with staff as they currently cannot enter the setting due to the COVID-19 pandemic. For example, parents share videos of important family members talking about the jobs they do, such as firefighters. Staff share these videos with all children so that they can learn about people who help others in the wider community.
- Staff help children to manage their feelings and behaviour. For example, they ask children to set sand timers at busy activities. Children wait patiently until the timer has finished. Staff respond appropriately when children struggle. They add spoons to the water tray so that children can pick up small beads by scooping instead of using tweezers. Children persevere and show pride when they master

the skill. Staff then encourage children to move on to using tweezers to challenge themselves. Children politely interact with visitors and demonstrate their ability to count. For instance, they accurately count each of the toys they are holding, pointing to each one in turn.

- The manager and the owner continuously reflect on the provision offered. Staff feel valued and well supported in their roles. The indoor learning environment is a welcoming space to learn in. Staff provide children with opportunities to develop their muscles outdoors. Children jump and run, following staff's instructions during a game. However, children sometimes lose interest outdoors and struggle to focus at the activities on offer.
- Staff communicate well and speak clearly to children to develop their language skills. Children talk about what they are doing and learn to use their imaginations, such as when they pretend to make a cup of tea for their friend. Sometimes staff miss opportunities to help children to share their thoughts and extend their ideas during discussions.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff receive regular training so that they can keep their safeguarding knowledge up to date. This helps them to identify the possible signs that a child may be at risk of harm. Staff review written policies relating to safeguarding when they first start their roles. They are confident in the procedures to follow if they have concerns about a child. Staff know how to raise concerns regarding their colleagues, if they should need to. The manager has a strong oversight of safeguarding issues. She liaises with other professionals to help keep children safe while they are at the pre-school.

## **What does the setting need to do to improve?**

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

- enhance the outdoor learning environment so that all children can make the most of the learning opportunities on offer
- support staff to consistently help children develop their critical thinking skills and share their ideas.

## Setting details

<b>Unique reference number</b>	EY551825
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10174394
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	De Havilland Pre-School & Nursery Limited
<b>Registered person unique reference number</b>	RP551824
<b>Telephone number</b>	01707 268 343
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The pre-school registered in 2017. The pre-school employs seven childcare staff, all of whom hold an appropriate qualification at level 3 and above. The manager holds a qualification at level 5. The pre-school operates from Monday to Friday during term time only. Sessions are from 8.30am to 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jennifer Hardy

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The manager and the inspector completed a learning walk where they discussed the provision on offer and how this was organised.
- The inspector held discussions with staff members at appropriate times throughout the inspection.
- Parents shared their views of the pre-school with the inspector. The inspector took these views into consideration.
- Children interacted with the inspector and spoke to her at appropriate times throughout the inspection.
- The inspector viewed relevant documentation, including policies and staff suitability documents.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021