

Inspection of Cuffley Hill Preschool

Cuffley & Northaw Youth Centre, Station Road, Cuffley, Potters Bar, Hertfordshire
EN6 4EY

Inspection date: 30 November 2021

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

What is it like to attend this early years setting?

The provision is good

Children arrive very happy and keen to start their day at the pre-school. They are greeted warmly by the kind and caring manager and staff. All children settle quickly and demonstrate that they feel safe and secure. Children behave very well and use excellent manners. They show respect and kindness to each other. For example, when a child is upset, another child takes them a tissue. Children understand the rules, boundaries and routines. They respond promptly to instructions, for example when asked to tidy up their toys. Children happily share and take turns. They wait patiently for their turn to wash their hands and readily share the tools to make marks in the play dough.

Children can choose from the wide range of exciting and well-planned activities. They spend long periods concentrating and enjoying what they are doing. For example, children thoroughly enjoy painting a snowman on their Christmas card. They count the buttons they stick on and decide which colour hat and scarf they would like. Children take great pride in their achievements. All children are progressing well. They are developing the skills they need to be successful in their future learning, such as starting school.

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

- The provider, manager and staff work very closely as a team. They are extremely friendly and approachable. Together, they provide a welcoming and happy environment for the children and their families. Staff demonstrate a genuine enthusiasm for their work. They develop excellent relationships with local schools. This helps to support older children during their transition to school.
- Staff get to know the children and their families very well. Key persons can talk in detail about what children know and can do. They make very good use of the progress check for children aged between two and three years. This helps them to identify any gaps in children's development and plan the next steps in their learning.
- Staff have identified that some children show delays in their learning following the national lockdowns. They provide children with lots of extra support to help them settle into the pre-school. Staff give high priority to developing children's language and social skills. They ensure that all children have an exciting and enjoyable pre-school experience.
- Children quickly develop a love of books. Staff read stories with enthusiasm and children listen intently. They enjoy answering questions about the story. Staff cleverly use story props to bring the story alive. They explain the meaning of words, such as 'twilight'.
- Staff use a variety of activities to enhance children's listening, understanding and

speaking skills. They continually talk to children and model language. Children enjoy singing songs throughout the session. They confidently sing about the days of the week. When they sing a song about a rocket going to the moon, all children join in enthusiastically counting down from 10.

- Parents spoken to on the day of the inspection were very complimentary about the pre-school. They particularly appreciate the loving and caring way that staff support their children. Many parents talk about the improvement in their children's speaking and social skills since starting at the pre-school. Staff regularly share information with parents. They keep them fully informed about their children's care and learning. Parents welcome the helpful suggestions about how they can extend their children's learning at home.
- Staff well-being is a priority for the provider and manager. They highly value the staff and the important work they do with the children. They offer good support and guidance. Staff have regular meetings and one-to-one supervision to support them in their roles. This helps to build consistency across the staff team and enables staff to reflect on their practice. The manager and staff make full use of all training and development opportunities to increase their knowledge and skills.
- All children receive very good levels of support. Staff learn key words in the home language of children who speak more than one language. However, they do not fully embrace children's cultural backgrounds to support all children's awareness of similarities and differences in their community and the wider world.

Safeguarding

The arrangements for safeguarding are effective.

All staff know and understand their roles and responsibilities in safeguarding children. They are confident about how to refer any concerns that they may have about children or adults. The manager ensures that staff's safeguarding training and first-aid certificates are up to date. Staff regularly complete courses to support their understanding of safeguarding issues, such as preventing children from being drawn into extreme views. There is a thorough recruitment and induction process to ensure staff are suitable for their roles. Staff are particularly vigilant in providing a safe environment for the children and their families during the COVID-19 pandemic.

What does the setting need to do to improve?

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

- increase the opportunities for children to embrace their cultural backgrounds, to develop their awareness of similarities and differences in their community and the wider world.

Setting details

Unique reference number	2505084
Local authority	Hertfordshire
Inspection number	10191577
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	30
Number of children on roll	23
Name of registered person	Cuffley Hill Preschool Ltd
Registered person unique reference number	2505083
Telephone number	07513265519
Date of previous inspection	Not applicable

Information about this early years setting

Cuffley Hill Preschool registered in 2018. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and above, including the manager who holds a level 5 qualification. The pre-school opens each day from 9am until midday, term time only. On Tuesdays and Thursdays, the pre-school opens from 9am until 3pm. There is an optional lunch club operating from midday until 1pm each day. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqui Oliver

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager showed the inspector around the areas that children access. They discussed how staff organise the setting and plan the curriculum and experiences for children.
- The inspector carried out a joint observation with the pre-school manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of the pre-school's documents, including evidence of staff suitability and training.

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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