

Inspection of Hatfield Broad Oak Under 5's

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

Inspection date: 8 December 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and excited to start their day. Their key person warmly welcomes them into the pre-school. Practitioners carefully plan and provide a good range of resources and activities, which children settle quickly to. Children enjoy acting out familiar scenarios in the role-play area. They talk to one another and discuss washing their 'babies' in the sink.

Children are inquisitive, keen to have a go, and show sustained levels of concentration. Practitioners continuously praise them for their efforts. They encourage children to solve problems for themselves. For example, they model thinking about how to negotiate space when walking their 'babies' in the buggy.

Children's behaviour is very good. They play well together and giggle as they play peekaboo among the trees outdoors. Children concentrate and wait for their turn when making dough. They excitedly explain they have added Christmas spice to make it smell nice. Equally, they spend time alone engrossed in activities that interest them. Children relish their time outdoors. They ride bicycles and even the youngest children master using scooters proficiently. Children who are keen cooks enjoy using the mud kitchen and real vegetables to make 'dinner'.

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

- Children experience an environment that is rich in language. Practitioners are skilled in how they speak to children and pose questions. They give children time to think and respond, and all practitioners model good language. Children are beginning to understand that there are other ways to communicate. For example, they learn Makaton and use signing to communicate their wishes.
- The quality of teaching is good. The management team supports practitioners effectively through training opportunities to continually improve their knowledge and understanding of how children learn. The dedicated practitioners skilfully know when it is appropriate to interact with or step in and challenge children. This supports children's learning very well.
- Partnerships with parents are extremely good. Practitioners invest time in speaking with them and getting to know their child and their child's interests and abilities before attending pre-school. This means the curriculum is planned precisely to support and challenge children's learning. All parents speak highly of the practitioners and the education their children receive. They comment that the care is 'amazing'.
- Through their commitment to working with parents, practitioners skilfully weave children's interests at home into activities at the pre-school. For example, children who are fascinated with pirates continue with their imaginary play and have great fun using the resources available. They excitedly find a treasure

chest and dig for treasure to collect for the pirate.

- Children seamlessly leave their play to have snack when they choose. They are familiar with the routine and know to attend to their personal needs, washing their hands before joining the group. Practitioners encourage the children to be independent as they skilfully help themselves to healthy snacks, such as melon and banana, using tongs. They pour their own drinks and know to say 'thank you'.
- A variety of writing materials inspire children's early literacy development. Children know that words have meaning. For example, they ask practitioners to read what is written on their jumper. Practitioners recognise that for children to develop their early writing skills, they need lots of opportunities for physical play. Children learn to balance and control their muscles, and enjoy running around outdoors.
- Children play and learn in a safe environment. Practitioners teach children how to keep themselves safe and healthy through conversation and activities. For example, they discuss the importance of fresh air and exercise, and having a balanced diet. This helps children to understand how healthy practices contribute to their good health.
- Children enjoy stories in the garden. In addition, there are some exciting story sacks and puppets available to encourage interaction during group story time. However, practitioners have not considered how they can inspire children's interest further to encourage them to take full advantage of the books on offer indoors.

Safeguarding

The arrangements for safeguarding are effective.

All practitioners are fully aware of their responsibility to protect children's welfare. Through continuous training, they are secure in their knowledge of how to report any concerns they may have about a child in their care. Practitioners understand the signs and behaviours that may suggest a child is at risk. A thorough recruitment process and continued safeguarding checks mean children are cared for by practitioners who remain suitable to do so. Practitioners carry out a daily risk assessment to ensure the premises are safe for children.

What does the setting need to do to improve?

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

- plan and provide more opportunities for children to expand their enjoyment of books.

Setting details

Unique reference number	402138
Local authority	Essex
Inspection number	10215932
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 4
Total number of places	21
Number of children on roll	12
Name of registered person	Hatfield Broad Oak Under Fives Committee
Registered person unique reference number	RP520655
Telephone number	01279718998
Date of previous inspection	15 March 2018

Information about this early years setting

Hatfield Broad Oak Under 5's registered in 1992. It employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The pre-school opens from 9am until 3pm on Monday and Thursday, and from 9am until 1pm on Tuesday, Wednesday and Friday during term time only. The pre-school provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

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 manager and has taken that into account in their evaluation of the pre-school.
- The inspector observed activities indoors and outside and assessed the impact these have on children's learning.
- The manager and the inspector completed a learning walk together to discuss and understand how the early years provision and the curriculum are organised. The inspector completed a joint observation with the manager.
- The inspector had discussions with practitioners at appropriate times during the inspection. Parents spoke to the inspector about their views of the pre-school.
- A meeting was held between the inspector and the manager. The inspector looked at relevant documentation, including the safeguarding procedures and evidence of the suitability of practitioners.

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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