

Inspection of Hatfield Heath Pre-School

Hatfield Heath CP School, The Heath, Hatfield Heath, Bishop's Stortford, Hertfordshire CM22 7EA

Inspection date: 24 February 2022

Overall effectiveness	Inadequate
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are compromised. This is because Ofsted has not been provided with information about all persons on the management committee in a timely manner. Therefore, the suitability of these persons has not been established. Furthermore, the designated leads for safeguarding do not always show professional curiosity or fully explore how children have received marks and bruises outside of the pre-school. Nor do they record and monitor these incidents at the earliest opportunity.

Children demonstrate they feel happy at the pre-school and behave well. Staff give children clear and consistent messages that help them to understand what is expected of them. Children play cooperatively, take turns and share resources successfully. They are learning how to develop healthy lifestyles, such as the importance of exercise and healthy food. Children are gaining good independence skills. They look after their own belongings and show pride in their achievements, such as how they can fasten their coats. Children are developing good physical skills, they demonstrate this as they skilfully use scissors and pencils. Many children are able to write their names and understand the sounds that letters make. These skills prepare children well for their future learning at school.

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

- The suitability of some members of the management committee has not been checked because they have failed to provide Ofsted with the required information. In addition, staff are not proactive in exploring how children have received injuries outside of the pre-school or adequately document these. This means that safeguarding processes are not followed and weaknesses in safeguarding practice compromise children's safety and welfare.
- Staff take time to get to know children and their families well. They gain detailed information about what children can already do when they start to attend the pre-school. Staff plan effectively to help their individual key children successfully build on their existing knowledge and skills.
- Staff support children to develop strong communication and language skills. They talk to children as they engage in activities and introduce them to new words, such as 'germinate'. Staff explain what new words mean, which supports children's understanding of vocabulary. Children who speak English as an additional language make steady, sustained progress. Staff find out key words in children's home languages. They use clear words and sentences to support children with their understanding of English.
- Children thoroughly enjoy using books for pleasure and to gain information from. They listen intently to stories read to them, both in groups and independently. Staff help children to know how to find information from pictures

and words. They question children about what they can see and find out from pictures in books. At other times, children follow written guidelines as they plant and care for cress seeds.

- Staff work well in partnership with parents. They establish an effective two-way flow of information that helps to promote consistency in children's care and learning. Parent's comments about the pre-school and staff are highly positive. They state that they feel well informed about their children's development and know how to support their learning at home. Parents share that their children feel safe and that their needs are well met.
- Children have many opportunities to be outdoors. They play imaginatively in the mud kitchen and enjoy listening to stories outside. At other times, children use the space and equipment in the school playground. This enables them to use their big muscles for climbing and peddling tricycles. Staff state physical activity is crucial to children's health and well-being.
- The managers and staff regularly reflect on their practice and look for ways to continually improve. They think carefully of how their ongoing plans will be of benefit to children. The provider has good systems in place to review staff's practice and to help them develop further. Staff report they are supported well by the managers and have many opportunities to undertake training to support their ongoing development.
- Overall, staff plan and deliver the curriculum effectively to encourage children's development. They seize opportunities to teach children, such as by talking about shape and size as children build box models. However, at times, the daily routine is too rigid and has an impact on children's learning. For example, during some group times, children are required to move away from activities laid out on tables after five minutes. This does not give all children time to complete their chosen activity, such as puzzles.

Safeguarding

The arrangements for safeguarding are not effective.

The provider has failed to inform Ofsted of changes to members of the management committee to enable suitability checks to be completed. These committee members take an active part in the running of the pre-school. Furthermore, the designated leads for safeguarding do not adequately explore, document or monitor marks and bruises children have when they arrive at the pre-school. This puts children at potential risk of harm. However, staff do understand other parts of their safeguarding responsibilities. They know how to identify the signs of abuse and neglect. This includes if children are being drawn into extreme views.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that Ofsted is provided with the necessary information to carry out suitability checks on members of the committee that make up the registered body	10/03/2022
ensure secure produces are in place to safeguard children, particularly in respect of identifying, recording and monitoring marks and bruises children arrive at the pre-school with.	10/03/2022

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

- review the routines of the day to lessen the impact of children's learning and engagement in activities being interrupted.

Setting details

Unique reference number	EY396055
Local authority	Essex
Inspection number	10127397
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 10
Total number of places	28
Number of children on roll	49
Name of registered person	Hatfield Heath Pre-School Committee
Registered person unique reference number	RP909396
Telephone number	07340 575792
Date of previous inspection	16 March 2016

Information about this early years setting

Hatfield Heath Pre-School registered in 2009. It is run by a voluntary management committee. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time, from 8am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jill Hardaker

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the deputy managers and has taken that into account in her evaluation of the setting.
- One of the deputy managers and inspector completed a learning walk across all areas of the pre-school to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out and discussed between one of the deputy managers and the inspector.
- Staff, children and parents spoke with the inspector at appropriate times during the inspection.
- The inspector looked at a sample of the pre-school's documentation during a meeting with the provider. This included reviewing information about safeguarding, 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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