

Inspection of Early Birds and Night Owls and Little Ladybirds Childcare Centre

St Josephs Catholic School, Great Hadham Road, Bishops Stortford, Hertfordshire
CM23 2NL

Inspection date: 21 April 2022

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

What is it like to attend this early years setting?

The provision is outstanding

Children enjoy a wealth of opportunities to learn through exploration of their environment. They arrive at the setting, full of confidence and eagerness to begin their day. Children enthusiastically engage in purposeful experiences that are thoughtfully planned to inspire their natural inquisitiveness and creativity. They have excellent opportunities to learn inside and outdoors. Children are enthralled by water play and the way the blossom turns the water pink as they mix the delicate petals into their potions. Children readily fill their containers and transfer water into different-sized pots, using pipettes, spoons and jugs: learning about volume and capacity as they play.

Children's behaviour is exceptional and exemplary. They understand the simple boundaries of caring for people and objects, and trying to put things back in the place they belong when they have finished with them. Children continually live up to, and often exceed the very high expectations practitioners have for what every child can achieve. Children's unique personalities are celebrated, and they show that they are developing their character and positive attitude to what they can do at an exceptional pace. Babies experience consistently gentle, kind and nurturing care from practitioners and other children. Older children attending the out-of-school provision benefit equally from excellent opportunities to relax and enjoy themselves in the safe and secure environment. Practitioners show that they care about every child's happiness and well-being.

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

- The provider and all practitioners have an extremely detailed understanding of the curriculum and the educational approach that is the ethos of the setting. Everyone demonstrates exceptional knowledge and skill of how young children learn. Children benefit significantly from high-quality interactions. Practitioners precisely match their teaching to individual children's needs. They expertly adapt experiences and discussions to ensure each child has the precise support they need to gain new skills and knowledge.
- Practitioners follow children's interests; they very quickly identify and use opportunities to help children explore ideas and extend learning. For example, in the sand shed, a practitioner invites a child to sort pinecones and pebbles. The practitioner gently moves her palm over the smooth surface of the pebble. The child copies and they talk about how the pebble became smooth. The child's careful handling of the pebbles with the practitioner reflects children's calm and respectful exploration and interaction with people and objects.
- Practitioner support for children's learning is superb. They give children the time and attention they need in an unhurried and friendly manner. Practitioners show children that they are interested in what they say and do. They respond with

great enthusiasm to children's ideas. When making dough, children choose to add scent to the mixture. They peel small oranges and use the peel to add a citrus aroma. Children make gloop adding cornflour to water and explore the way the substance changes from firm to dripping as it is handled.

- Practitioners place high priority on helping children to gain effective communication skills and use a wide vocabulary. Conversations about where milk comes from, what a stethoscope is used for and storytelling play a significant role in promoting children's speaking and listening skills. Furthermore, they use signing to support speech. A child and practitioner tell a favourite story using the signs they know and learn new ones.
- Practitioners model, listening and learning. They show children that asking for help and guidance is a positive thing. They explain to children how practise helps to improve skills. This encourages children to have a go and to ask for support. Staff skilfully enable children to find their own solutions to problems. Children have time to think about questions and to recall information.
- Partnerships with parents are extremely successful. Parents describe the setting and practitioners in glowing terms, saying it is brilliant and unique. Parents are extremely well informed about the educational philosophy and how it benefits their children. They talk about happy children who are building their communication skills, developing their curiosity about the world and becoming increasingly independent. Parents compliment staff in the office who they describe as organised, informative and helpful. There are equally successful partnerships with other settings and other professionals.
- Highly successful leadership promotes practitioners' well-being. All benefit from regular training and ongoing support to build their knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have secure safeguarding knowledge. They confidently explain the possible signs of harm, how to record and report through the designated safeguarding lead practitioner or directly to the local authority. Staff know that concerns regarding the behaviour of adults need to be reported promptly to the local authority designated officer and to Ofsted. All staff receive regular training and updates about safeguarding and child protection. There are appropriate procedures and policies in place to help ensure children are protected from harm.

Setting details

Unique reference number	EY295543
Local authority	Hertfordshire
Inspection number	10106035
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 11
Total number of places	32
Number of children on roll	194
Name of registered person	Lynskey, Hayley Marie
Registered person unique reference number	RP910703
Telephone number	07745 262676
Date of previous inspection	28 May 2014

Information about this early years setting

Early Birds and Night Owls and Little Ladybirds Childcare Centre registered in 2004. It is one of seven settings run by the provider. The setting employs 14 practitioners. Of these, 10 hold appropriate early years qualifications at level 3 and above. The setting is open Monday to Friday throughout the year. Sessions are from 7.30am to 6.30pm. The setting receives funding for the early education of two-, three- and four-year-old.

Information about this inspection

Inspector

Alison Reeves

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 this into account in the evaluation of the setting.
- The provider explained the curriculum and how it is taught.
- The inspector observed interaction between practitioners and children indoors and outside.
- The provider and the inspector completed a joint observation of an activity and discussed impact on children's learning.
- The inspector spoke to parents who use the setting and considered their views.
- The inspector spoke with children and practitioners at appropriate times during the inspection.
- The inspector reviewed evidence of qualifications and suitability of practitioners working at the setting.

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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