

# Inspection of Orchard House Preschool

82 Park Road, Ware, Hertfordshire SG12 0AN

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Inspection date: 3 May 2022

<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 are secure and confident in this welcoming pre-school. They are greeted by enthusiastic, caring staff and run in happily to explore and play with their friends. Children demonstrate positive attitudes and persevere at tasks. For instance, they build their physical skills when using smaller ride-on toys and then persevere as they move on to learn to use balance bikes. Children gain a practical awareness of differences. They exchange information about their family traditions and enjoy celebrating festivals that are relevant to them and to staff.

Staff are sensitive to the potential effects of the COVID-19 lockdowns. They maintained contact with all families during this time and prepared activity packs for parents and children to use at home. Children are becoming increasingly independent. They help tidy away after snack and competently fasten and unfasten their coats when going between outdoor and indoor areas. Children show care and consideration for one another. They notice when their friends are upset and comfort them, for example by passing them toys and resources. Children gain a good understanding of how to keep themselves healthy. For instance, they use role play dentist equipment and discuss the importance of brushing their teeth for two minutes.

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

- The manager, staff and management committee work well together. They share their knowledge and skills, helping to ensure that all requirements are met and any additional funding is used effectively to support children's development. Staff report that they feel valued and supported. They complete additional training and share any new knowledge with their colleagues, helping to develop the pre-school further.
- Staff know the children well and understand how to help them take the next steps in their learning. For example, an 'emotions area' supports children in recognising and expressing their feelings. Children use mirrors to check their expressions and use a digital camera to record their emotions.
- The manager recognises that there is the potential for children to fall behind in their learning due to the COVID-19 lockdowns. She monitors children's progress well and staff offer additional support to children to develop their communication and social skills. This support also benefits children who speak English as an additional language, and all children make good progress.
- Staff observe children and quickly highlight any areas where children need further support. They work well with parents and other professionals to ensure that children's needs are recognised and they receive pertinent support to help them make good progress.
- Staff use children's interests well to help extend their learning. For example,

they note that children are interested in building sites and create associated role play areas inside and outdoors. Children work together in the 'construction shed'. They measure and decide how to build a wall, and explain that they need to wear hard hats to protect themselves as building sites are dangerous.

- Children show a love of books and reading. Staff read with animation, capturing children's attention. Older children become engrossed as they listen to a story outside. They join in eagerly with the words and use their imaginations as they pretend they are walking through long grass and deep mud.
- Staff support children in remembering what they have learned. For instance, when children talk about recent farm visits, staff help them remember the chicks they hatched. Children develop their language skills as they recall the life cycle and discuss how the chicks were re-homed when they left the setting.
- Parents report that they are very happy with the pre-school and appreciate the good communication. They feel that staff understand their children and support parents well, for example with approaches to managing behaviour and ideas for activities to build on what children have been learning.
- Staff are clear about the intention of activities. They generally support children well so that their development is promoted and they enjoy participating. However, on occasion, staff do not challenge children sufficiently and encourage them to fully develop their play and think critically.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a good understanding of safeguarding. They know how to recognise possible concerns relating to children's welfare and report these without delay to the appropriate agency. Regular safeguarding training helps maintain staff's knowledge. They are aware of the dangers associated with involvement in extreme views and practices. Additionally, staff are aware of the possible risks posed by use of the internet. They take effective action to protect children and to help them understand how to use information and communication technology safely.

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

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

- support staff to further enhance children's play, for example through fully extending children's chosen play and encouraging them to think critically and solve problems as they encounter them.

## Setting details

<b>Unique reference number</b>	EY551376
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10174678
<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 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Orchard House Pre-School CIO
<b>Registered person unique reference number</b>	RP551375
<b>Telephone number</b>	01920486627
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Orchard House Preschool re-registered in 2018 and is situated in Ware, Hertfordshire. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or above, including one with qualified teacher status. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.15am until 3.30pm Monday to Thursday and from 9.15am to 12.15pm on Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Kelly Eyre

## 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 joined the inspector on a learning walk and talked about their curriculum and what they want children to learn.
- The inspector observed staff interaction with children during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- Meetings were held between the inspector, the manager, the deputy manager and the chairperson of the management committee. The inspector looked at relevant documentation and saw evidence of the suitability of staff.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views.

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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