

Inspection of Lulu's Pre-School

Brookland Infant & Nursery School, Elm Drive, Cheshunt, WALTHAM CROSS,
Hertfordshire EN8 0RX

Inspection date: 23 June 2022

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

All children are warmly welcomed into the safe and secure setting. Children arrive happily and immediately become settled into their day. Children make choices about the activities available to them. They quickly find an activity they are interested in and become immersed in play. Staff support children well at activities. They use children's interests to support the next steps in their learning.

Children have strong relationships with their key persons. Those children who take longer to settle actively seek out their key person to engage in play with. Staff take time to develop children's confidence and support their general well-being. Children enjoy looking at displays of their work, promoting their self-esteem and their pride in their creations.

Children's behaviour is exemplary. They have a good understanding of the setting's routines. Children are aware of what is happening now and what is next. They enjoy sharing toys. For example, in the garden, children share flags with each other. When there are not enough, they find ways to fly the flag together. When required, staff gently remind children of the rules and explain why it is important to play safely.

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

- The manager leads a committed team of staff. Staff have good knowledge of all children, particularly their key children. The manager plans a clear curriculum for the setting. Knowledgeable staff implement this across all areas. The manager recognises weaknesses in staff practice and provides support and training to help staff develop their skills and teaching. This ensures the team is always working to improve.
- All staff hold the knowledge and understanding to support the early identification of special educational needs and/or disabilities. They work with parents and other professionals to ensure the right support is available for children. These partnerships help to ensure that all children make good progress in their learning.
- Successful transitions are a real strength of the setting. Staff work well with the local feeder schools to ensure that children's development information is successfully shared. The setting has a clear transition plan. By working with the schools, they have developed school-ready activities which are carried out at the setting, and staff also support parents to continue these at home. This ensures children are ready for the next step in their learning.
- Staff engage and talk with children throughout the day. Snack and mealtimes are social occasions where children talk with each other. Staff share both fictional and factual books with children. They use appropriate questioning to

help children develop their thinking skills. Some staff introduce a wider vocabulary to the children. For example, when playing with telephones, staff encourage children to listen for the 'echo' when they talk. However, this is not always consistent across the whole staff team.

- Children enjoy learning and show a positive attitude to activities. Staff plan interesting activities for children to extend their learning. Children learn about recycling through a sorting activity. They discuss what objects are made from and how they can be recycled at home. This is further extended when they go into the garden and put the remains of snack into the compost bin. However, not all activities offer challenge to most-able children.
- Staff support children to develop healthy lifestyle practices. They provide healthy snacks and water is offered throughout the day. Staff offer parents information about what to include in healthy packed lunches.
- Parents highly commend the setting and the progress their children make. They particularly focus on the social skills their children have developed since coming to the setting. Parents enjoy the communication they receive regarding the daily activities as well as information about their child's development.

Safeguarding

The arrangements for safeguarding are effective.

All staff have effective safeguarding knowledge. Staff talk confidently about the signs and symptoms of abuse and understand the reporting processes. They understand whistle-blowing and know when they must report a member of staff and who they must report to. Staff are knowledgeable about the wider issues in society, such as the 'Prevent' duty guidance and county lines. Staff training is kept up to date, which ensures their knowledge stays strong. The manager ensures the ongoing suitability of all staff members.

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 consistently aid children to gain a wider vocabulary
- adapt teaching to provide further challenge for the most able children.

Setting details

Unique reference number	2555094
Local authority	Hertfordshire
Inspection number	10221622
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 7
Total number of places	69
Number of children on roll	69
Name of registered person	Lulu's Pre-School Ltd
Registered person unique reference number	2555093
Telephone number	01992638866
Date of previous inspection	Not applicable

Information about this early years setting

Lulu's Pre-School registered in 2019. The pre-school employs six members of staff, all of whom hold appropriate early years qualifications at level 3. The pre-school offers a breakfast club from 7.45am to 8.45am and an after-school club from 3.30pm to 6pm. Pre-school sessions are from 8.50am to 11.50am and 12.30pm to 3.30pm. There is an optional lunch club available. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Smith

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 the evaluations of the provider.
- A learning walk of all areas of the setting was completed by the inspector and the manager. They discussed the setting's curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The manager and the inspector carried out a joint observation of a group activity.
- The inspector spoke to parents and looked at reviews during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of suitability of all staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022