

Inspection of Breachwood Green Pre-School

Village Hall, Chapel Road, Breachwood Green, HITCHIN, Hertfordshire SG4 8NX

Inspection date: 19 October 2022

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 settle quickly in this warm and inviting pre-school. They develop close bonds with staff, enabling them to feel safe and secure. Staff know the children well and offer a wide range of activities and learning that stem from the children's interests. For example, children's curiosity in minibeasts leads to a sensory activity with soil and pasta to represent worms. Children become deeply engaged as they use tools for a purpose. They use tweezers to pick up pretend worms, and magnifying glasses to look at different textures. This helps children to develop their fine motor skills.

Children thoroughly enjoy learning in the well-equipped outdoor area. They demonstrate enthusiasm and concentrate well on activities. They learn about aeroplanes as they watch them flying overhead from the special viewing point. They learn to use binoculars to see the aeroplanes in more detail. Children become engrossed as they experiment with different volumes during water play, helping them to develop an early understanding of mathematical concepts. Children with special educational needs and/or disabilities are well supported. Staff work closely with parents and other professionals to ensure children receive the support they need. Activities are sharply focused to ensure children progress well and move to the next stage of education to the best of their ability.

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

- The recently appointed committee and manager have a strong sense of direction and high ambition. They demonstrate focus and have a robust plan for ongoing improvements. They show commitment to providing the best care, support and education to further improve the outcomes for children.
- Children make good progress in their communication and language. Staff use rich language, introducing new words, such as 'squishy' and 'shiny', during messy play. Children clearly articulate their needs as they indicate which toys they would like to play with. This enables children to feel empowered in their environment and helps to develop their self-esteem.
- Staff promote opportunities for children to develop their independence skills. Children learn how to do things for themselves. For instance, staff teach them how to put their coats on independently, and children know to hang these back on the hooks after playing outside. Children understand healthy routines, such as washing their hands before snack time. They enjoy accessing the self-service snack. This helps children to develop the skills they will need as they move to the next stage of their education.
- The manager has established clear roles and responsibilities within the team, which has helped staff to grow in confidence. Staff report much-improved support and share their commitment to improving the pre-school to ensure its

successful future. The manager ensures that staff complete mandatory training and has a robust plan to improve staff's skills and teaching. However, staff have not yet had regular opportunities to enhance their knowledge of supporting children's learning even further.

- Staff strongly promote children's love of books. Children eagerly share books and stories with staff in the cosy reading area. They choose their favourite story and recall the familiar characters' names as they read the story together. Families can borrow books from the lending library to enjoy and extend their learning experience at home.
- Staff are implementing methods to support children to behave well and understand what is expected of them. For example, the manager is introducing more routines, such as 'circle time' and 'story session', to support this. Staff are swift to support children when there are disagreements. They teach children to be kind and share. However, on some occasions, they do not always help children to fully understand how their behaviour impacts on others.
- The manager works effectively to build a good rapport with parents. Parents' evenings provide opportunities for parents to discuss their children's progress. Daily handovers, newsletters and pictures keep parents up to date with the activities each day. Parents speak highly of the pre-school. They report their children are happy and make good progress. They would highly recommend the pre-school to others.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a good understanding of their responsibilities to protect children. Staff know how to recognise the potential signs and symptoms of abuse and neglect and are clear about when and how to report their concerns to the relevant professionals. The manager ensures that staff frequently update their safeguarding training to maintain their knowledge and understanding. Staff are deployed effectively to ensure children are closely supervised at all times. There are robust procedures in place to ensure the suitability of adults working with the children.

What does the setting need to do to improve?

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

- help staff to support children to fully understand the impact of their actions and help them to regulate behaviour
- strengthen professional development opportunities to progress teaching skills to ensure children receive high-quality education.

Setting details

Unique reference number	146743
Local authority	Hertfordshire
Inspection number	10234240
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	2 to 4
Total number of places	19
Number of children on roll	14
Name of registered person	Breachwood Green Pre-School Committee
Registered person unique reference number	RP523482
Telephone number	01438 831099
Date of previous inspection	17 January 2017

Information about this early years setting

Breachwood Green Pre-School registered in 2000. It operates from Breachwood Green Village Hall. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, with sessions from 9am until 3pm, term time only. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Emily Woodhead

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 manager and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed children's progress with staff.
- The manager and inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of staff suitability, staff training records and safeguarding documents.
- The inspector spoke to parents during the inspection to take 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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