

Inspection of Morris Minors Pre-School

TS Renown, Sea Cadet HQ, Watford Road, Croxley Green, RICKMANSWORTH,
Hertfordshire WD3 3DG

Inspection date:

7 November 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

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The passionate manager and her staff team provide a warm and welcoming environment where all children thrive. Children thoroughly enjoy a wide range of stimulating and exciting activities, which have been thoughtfully planned using children's interests. For example, children create their own firework pictures using paint. Staff talk to children about their experiences of seeing fireworks. They discuss how they sound and what colours they saw. Children become deeply engaged as they bang paintbrushes on the tray to splash their firework colours on the paper. They delight in sharing with staff how their pictures remind them of the fireworks that they saw in the sky.

Children build exceptional bonds with staff and flourish in their care. Staff take time to support children's individual settling-in journeys. They adapt the settling-in procedures to meet each child's individual needs, supporting parents as well as children. Children develop excellent social skills and play harmoniously with their friends. Conflicts are minimal. Children have the skills needed to talk to their friends about how they feel, and if their friends' behaviours have made them sad. This allows children to become confident with discussing their thoughts and feelings.

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

- The manager and her team create an ambitious curriculum, building on the knowledge children already have, and helping them extend this even further. Staff share information with each other on children's next steps and interests. This ensures that all staff have the knowledge to keep children highly engaged in everything that they do. Children are exceptionally well-prepared for the next stage in their learning journey.
- Children with special educational needs and/or disabilities (SEND) are extremely well-supported in their learning and development. Staff work incredibly closely with parents to use consistent approaches to support their children. Staff ensure that all children understand what is expected of them, both at home and school. Staff quickly refer to outside agencies and create effective plans to support children. Therefore, all children make rapid progress in their learning.
- The pre-school staff complete training regularly, continuing to improve their already outstanding practice. Children benefit enormously from the communication-friendly environment that staff create. Staff take time to ensure that they gain eye contact with children before speaking to them. Staff expertly model words and use sign language to support early talking. Staff share books with the children, who wait excitedly to see what might happen next in the story. Staff adapt questions to allow all children to develop their critical thinking skills.

- When the rain prevents children from going outside, they excitedly engage in physical activities inside. Staff join in as children complete a wide range of routines for action songs. They move their bodies in different ways, creating different poses. Children laugh as they quickly stand up and sit down as part of the routine. They demonstrate how happy they are and the fun they are having. Children thoroughly enjoy having the staff involved in their activities.
- The pre-school prides itself on its fantastic school transition programme. Children have excellent opportunities to talk and learn about their new schools. Teachers are invited to come and play. They meet with key persons to share information and provide a consistent approach to learning and development. The manager holds information evenings for parents to offer them support as part of their child's transition. The pre-school provides parents with activity ideas to practise at home. This supports children to be ready for the next step in their learning.
- Partnerships with parents are incredibly effective. Parents praise the pre-school team, and the time staff take to get to know their children individually. Parents speak proudly of the activities that they have completed at home, following support given to them from the staff team. They are aware of the progress that their children make in their development and enjoy being part of the process in creating their next steps. Parents highly recommend the pre-school.

Safeguarding

The arrangements for safeguarding are effective.

The pre-school has a strong culture of safeguarding. All staff are highly trained, and staff reflect and discuss safeguarding as part of everyday practice. Staff are very knowledgeable about the signs and symptoms of abuse and know how to refer any concerns that they may have about a child to the appropriate safeguarding team. Staff are confident in the whistle-blowing procedure. They know how to report any allegations against a staff member. Staff understand the wider safeguarding issues in society that can have an impact on children, including county lines and witchcraft. The management team completes robust recruitment and vetting procedures to ensure that those working with children are suitable.

Setting details

Unique reference number	EY457460
Local authority	Hertfordshire
Inspection number	10236046
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	36
Name of registered person	Morris Minors Pre-school Limited
Registered person unique reference number	RP532247
Telephone number	07770 397 456
Date of previous inspection	24 February 2017

Information about this early years setting

Morris Minor Pre-school registered in 1998. The pre-school employs eight members of childcare staff. Of these, six hold an appropriate early years qualification at level 3, including the manager, who holds an early years degree and early years professional status. The pre-school operates from Monday to Friday, during term time only. Sessions are from, 9.15am to 12.15pm and from 1pm to 3.30pm. Lunchtime provision from 12.15pm to 1pm is also offered. 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 their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The manager spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of 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.

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