

Inspection of Chipperfield Preschool

The Small Hall, The Common, Chipperfield, Kings Langley, Hertfordshire WD4 9BS

Inspection date:

8 November 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 thoroughly enjoy the time they spend in this friendly pre-school. They are excited to arrive, and are eager to join in the interesting activities that staff skilfully plan. Children demonstrate they feel safe and secure in this nurturing environment. They form close bonds with staff, who are always on hand to offer support. For example, when children fall over, staff are swift to comfort and reassure. Children with special educational needs and/or disabilities (SEND) demonstrate particularly close relationships with staff. They seek out their key staff for affection and cuddle up to them for comfort when tired.

Children enjoy a language-rich environment. They independently explore several cosy reading areas, both indoors and in the secure garden. Staff role model excellent language skills and demonstrate new and descriptive vocabulary at every opportunity. For example, they encourage children to explore the 'squishy' and 'slimy' spaghetti and custard in a sensory activity.

Children are highly sociable and engage well with visitors to the setting. They chat excitedly about the fireworks they have seen and invite visitors into their play. Children demonstrate great confidence. Staff use carefully constructed group sessions to build children's self-esteem. For example, children hold up their artwork and delight at the praise they receive from staff and their friends.

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

- The manager places sharp focus on developing children's communication and language skills. She adopts local teaching initiatives to support children's learning and talks passionately about the positive impact it has on their development.
- Children show high levels of curiosity in their play. Staff promote this by recognising children's interests and encouraging them to expand their ideas further. For example, children have enjoyed exploring the characters and objects in the 'Room on the Broom' story. Staff support them to explore the story further and create their own potions in the outdoor kitchen.
- Staff work closely with families from the start. They gather detailed information about children's interests and abilities, and plan exciting activities, which they skilfully adapt to meet children's needs. For example, children are making pictures of the fireworks they have seen. They use their hands to make marks and explore the textures of various paints. Those who are reluctant are supported to use string and brushes to create their pictures.
- Staff are skilled at teaching children how to manage risks. They use age-appropriate methods to support children's understanding of how to keep themselves and others safe. For example, children use chalk to mark out arrows

in the garden area. They understand to follow the arrows when riding on bicycles and scooters, so they do not knock into others.

- The manager reflects well on all aspects of her practice. She regularly assesses the environment to ensure it continues to meet the needs of all children who attend. For example, the manager recently acquired a canopy in the garden. This allows children access to outdoor play in all weathers.
- Children with SEND are particularly well supported in the pre-school. The manager displays high levels of integrity, when planning how to distribute additional funding. She provides quality one-to-one support with nurturing staff, who have in depth knowledge of children and their needs. This enables all children equal access to learning opportunities.
- Parents speak highly of the manager and staff and the nurturing care they provide. They value the detailed communication they receive about children's progress, and the support given to continue their development at home. Parents of children with SEND are particularly complimentary about the focused care their children receive. They comment on how the manager and staff go out of their way to support their children.
- The manager and staff are skilled at providing interesting and engaging learning opportunities. They adapt activities well to meet the needs of individual children. However, staff do not always extend their teaching beyond what they have planned. Opportunities to develop children's learning further are, on occasion, missed.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a strong understanding of their role in keeping children safe. They are aware of the signs and symptoms which could indicate a child is at risk from harm, and explain the correct process to follow when reporting any concerns. The manager has robust recruitment and induction processes in place. This ensures all staff are suitable to work with children. Staff complete regular risk assessments and supervise children well in all areas of the pre-school.

What does the setting need to do to improve?

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

- adopt more flexible teaching methods to consistently extend children's learning during activities.

Setting details

Unique reference number	EY484713
Local authority	Hertfordshire
Inspection number	10236584
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 11
Total number of places	20
Number of children on roll	30
Name of registered person	Cresswell, Juliette Lucy
Registered person unique reference number	RP906705
Telephone number	01923 262830
Date of previous inspection	2 February 2017

Information about this early years setting

Chipperfield Preschool registered in 2015. The pre-school employs 11 members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. Sessions are from 7.30am until 9am, 9am until 3pm and from 3.15pm until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Antonia Campbell

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 inspector considered the views of parents by speaking to several during the inspection.
- The inspector looked at relevant documents, including evidence of the suitability of all staff.
- The inspector observed the interactions between staff and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and manager completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with staff about the monitoring of learning and development in the setting and tracked the progress of several children.

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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