

# Inspection of Harebreaks Preschool

North Watford Methodist Church, The Harebreaks, WATFORD WD24 6NF

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Inspection date: 9 December 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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## What is it like to attend this early years setting?

### The provision is good

Children arrive happily at the pre-school and settle very quickly. They have close bonds with the staff, who are warm, kind and caring towards them. Children show curiosity as they explore the resources. They persevere while filling cups with flour and patiently wait their turn to crack the egg. Children concentrate intensely as they learn to use their hand and eye coordination to pour the liquid into the cake mixture. They talk about the 'sweet' smell of the sugar. Staff challenge their thinking as they discuss the difference between 'raisins' and 'grapes'. Children develop independence from an early age. They know they need to wash their hands before cooking, eating snack and after they have wiped their noses.

Children enthusiastically work together to fill different-sized containers with play 'snow'. They are beginning to develop early mathematics, as staff incorporate recognition of numbers and counting into the children's play. Staff count from one to five and they use language such as 'big' and 'little' to talk about size. Children receive praise and recognition from staff, which helps to build their self-esteem. Younger children learn to care for the baby dolls and are shown how to use a pretend thermometer.

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

- Since the last inspection, the manager and staff have received support and worked cooperatively with the local authority to develop their knowledge. For example, they have reviewed their policy on managing behaviour. All staff apply this consistently. They give children clear and consistent reminders and explanation to help them understand behaviour expectations.
- The management team has devised a broad, well-sequenced curriculum that staff understand and implement effectively.
- Staff receive regular supervision meetings to review their performance, well-being and children's progress. Staff take time to complete regular training opportunities to support them to update their knowledge. For example, they talk about the impact of the recent training that helped them to understand their local community.
- Staff are kind, caring and attentive to the children's needs. These positive interactions help children to form secure attachments and support their emotional well-being well. Children are confident to approach staff for reassurance or to ask for things they need. They enjoy their time at the pre-school and demonstrate that they feel safe and secure.
- Staff place emphasis on developing children's communication and language skills. They communicate well with the children, including children who speak English as an additional language. Staff introduce and model the correct use of words and introduce new vocabulary. Occasionally, there are times when staff

ask too many questions and children do not always have the opportunity to respond. This means that children do not consistently learn about the flow of conversations or extend their speaking skills.

- Children learn how to keep themselves healthy. They develop their physical skills as they climb up the ladder of the slide and balance on the top before sliding down. Staff discuss the importance of exercise. They tell children to drink water after physical exercise to 'rehydrate'.
- Staff skilfully create excitement in their storytelling. For example, they introduce props and help the children recall the familiar story. They discuss their favourite part of the story and how the characters might feel. Children develop a love of books.
- Managers and staff understand child development and what they want children to learn. They plan their environments and activities to support children's readiness towards their next stages of learning, including children with special educational needs and/or disabilities and those who speak English as an additional language.
- The manager and staff develop a strong partnership with parents. Parents speak highly of their children's experiences at the pre-school, including the support they receive. They praise the care and the range of activities provided for their children. Parents say children make progress and develop confidence. They also say that they feel well informed about their child's achievements through regular discussions and developmental reviews with the staff.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand their responsibilities to keep children safe. Risk assessment is effective and ensures that premises and environments for children are clean, safe and secure. Managers and staff show a good knowledge of child protection issues and know how to respond promptly and appropriately when concerns arise about the welfare of a child in their care. Staff attend regular safeguarding and child protection training and have good opportunities to refresh their knowledge on a regular basis. Staff understand how to keep children safe when online and share information with parents so that children can keep safe at home.

## **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 develop their questioning skills to promote children's communication and language skills even further.

## Setting details

<b>Unique reference number</b>	EY227780
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10247483
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	32
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	Wright, Karen Dawn
<b>Registered person unique reference number</b>	RP902953
<b>Telephone number</b>	07779207278
<b>Date of previous inspection</b>	21 June 2022

## Information about this early years setting

Harebreaks Preschool registered in 1973. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens from 9am to 12.30pm, Monday to Friday, during term time only. The pre-school provides funded education for three- and four-year-old children.

## Information about this inspection

### Inspector

Lisa Topham

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the deputy 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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