

# Inspection of Flamstead Village Pre-School

Flamstead Village Hall, Church Road, Flamstead, Hertfordshire AL3 8BN

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Inspection date: 12 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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are excited to attend this warm and welcoming pre-school. They are happy when they arrive, eager to greet staff and tell them all about the snow that has fallen overnight. Staff create an exciting learning environment for all children. They use children's interests to create activities which attract their attention. For example, staff leave out some bricks, a photo of a gingerbread house and the gingerbread man story. Children quickly recognise this familiar story and go to investigate. They work with staff and use their imagination to build their own gingerbread houses. Staff build on the knowledge children already have of how to create different buildings and encourage them to make a home for the pre-school's elf. Children delight as they manage to hide the elf for others to find.

Children demonstrate the wonderful relationships they have with staff, as they welcome them into their play. They enjoy sharing stories with staff, cuddling in, and enjoying the close contact. Children have good understanding of the pre-school routine. They know to wash their hands before they have snack, so they are clean and free of germs. Children behave well and they understand staff's expectations of them.

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

- Staff put in place effective strategies to support children to recognise and manage their feelings. A 'worry hand' is available for children to use if they arrive at the pre-school upset or anxious about something. Staff create activities such as making 'worry monsters' to encourage children to openly talk about how they feel. This gives children confidence to express and manage feelings independently.
- All children make good progress in their learning. Staff get to know the children extremely well. They plan activities to meet the next steps in children's learning. Staff effectively share information with one another. This ensures all staff are aware of children's individual needs, meaning there is continuity of care and education. Parents are made aware of the next steps in their children's development and are part of their learning journey. However, information from parents about children's starting points does not always show staff what children can do already. As a result, staff spend a long time finding this information out, which can sometimes hinder accurate planning.
- Staff create a language-rich environment, so all children make progress in their language development. Staff sing songs with children and use musical instruments to engage their attention. Children develop a real love of books. Staff share stories with children independently as well as within activities. Staff talk with children about what they can see in the pictures, encouraging them to join in and develop the art of conversation.

- Children learn independence from a young age. As they arrive in the morning, they independently find their pegs and hang their coats. They know to put their lunchboxes on the trolley ready for later. Staff encourage children to learn skills ready for the next step in their learning journey. School uniforms are provided in the home corner for children to dress in independently. Games involving putting shoes and socks on and off are introduced later in the year, developing these skills even further.
- Parents are incredibly happy that their children can attend the pre-school. They love the 'family feel' and know their children enjoy coming in, as they excitedly skip into the pre-school. Parents feel they receive a lot of communication from staff and know they can approach them for any ideas or support they may need. Parents regularly return to the pre-school with their second and third children.
- The manager creates a supportive atmosphere and staff feel that their well-being is very important to the manager. There are opportunities to complete regular training. They share any information gathered with all staff at staff meetings so they can jointly create ideas to implement into the pre-school. The committee works closely with the pre-school manager. However, procedures are not always monitored to ensure that information is notified to Ofsted about new committee members in a timely manner.

## Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure understanding of safeguarding. They are confident when talking about the signs and symptoms of abuse, and know the recording and reporting procedures for the pre-school. Staff are confident to report any concerns they may have about children or staff members to other professionals outside of the pre-school. Staff complete regular refresher training to ensure their knowledge remains up to date, alongside regular discussions during team meetings. Thorough risk assessments are in place to ensure children are safe.

## What does the setting need to do to improve?

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

- refine the way information about children's starting points is gathered to provide staff with more accurate knowledge of what children can already do and what they need to do next
- create effective monitoring procedures to ensure that information and regulation forms regarding committee members are completed in a timely manner.

## Setting details

<b>Unique reference number</b>	129341
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10234145
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Flamstead Pre-School
<b>Registered person unique reference number</b>	RP519072
<b>Telephone number</b>	07542 109 058
<b>Date of previous inspection</b>	17 March 2017

## Information about this early years setting

Flamstead Village Pre-School registered in 1993 and is situated in Flamstead, Hertfordshire. There are five members of childcare staff. Of these, all staff hold appropriate early years qualifications at level 2 or above, including the manager who holds a level 5. The pre-school opens from Monday to Friday, from 9am until 5pm, during term time. 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 pre-school 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 setting.
- The manager and inspector completed a learning walk together of all areas of the club and discussed the early years curriculum
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during a planned activity.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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