

Inspection of Hereward

The Hereward County Primary School, Colebrook Lane, LOUGHTON, Essex IG10 2HR

Inspection date: 9 January 2023

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 are happy and confident at this friendly setting. They have close bonds with the staff. There is an established key-person system, which allows staff to form secure attachments with the children. Staff know what their children can do and build the curriculum around what they need to do next in order to develop.

Children enjoy accessing a range of resources that are based on their interests. For example, they enjoy playing with different vehicles. Children learn new words, such as 'aeroplane' and 'fire engine', and enjoy pretending to fly the plane through the air. They use tools for a purpose as they use scoops to collect sand. Early mathematical concepts are developed as children explore volume. Children enjoy pouring sand into different containers and learn about more and less.

Children behave well. Staff act as positive role models and help children to manage their behaviour. They support children to share equipment and understand how their behaviour impacts on others. As a result, children are kind and respectful to their peers and form good friendships. Staff provide lots of positive praise and children's achievements are celebrated. Children are rewarded with stickers, which they proudly show other staff. This helps to raise children's self-esteem and confidence.

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

- The manager has built a close working relationship with the host school. The setting benefits from sharing equipment and resources that further enhance children's learning experiences. For example, children access the school's computer suite, which supports their understanding of digital technology. They have monthly trips to the forest school.
- Children who speak English as an additional language are well supported and make good progress. Staff find out key words in the children's home language and use visual cues to help their understanding. Staff spend time looking at where children come from. They talk to the children about their similarities and differences. This helps children to understand what makes them unique.
- Staff offer children a variety of group activities. More confident children are engaged and listen with intent to stories and familiar songs. They respond to questions in a memory game. However, at times, staff do not always support the less confident children and, as a result, not all children benefit from the learning experience.
- Staff focus on developing children's communication skills. They speak clearly and model good language. They repeat words to children to encourage the correct pronunciation. Staff use effective questioning to help children expand their language. They use every opportunity to teach children new words. For

example, children learn the words for colours as they make pictures with foam shapes.

- Children choose their own toys and resources and can wash their hands with support. However, staff do not always encourage all children to manage small tasks for themselves, such as wiping their noses and preparing their snack, so that they become even more independent in their learning.
- Parents speak positively about the setting. They are kept up to date with their children's learning and development with regular feedback. Parents comment on the progress that their children have made, in particular with their communication and language. Parents are encouraged to continue their children's learning at home. They share reading books and are provided with resources for their children to continue their art and craft projects at home.
- Children are well prepared as they transition to the next stage of their education. The manager arranges visits for the teachers to meet the children before they start school. Children also have the opportunity to visit their new classroom. This ensures that they are well supported as they move on to school.
- The manager is reflective of the setting. She considers feedback from other professionals, staff and parents. This is used to implement changes that have a positive impact on the children. Staff report being well supported by the manager. They say that they feel happy in their roles and enjoy working in the setting.

Safeguarding

The arrangements for safeguarding are effective.

The manager follows suitable recruitment and vetting processes to ensure the suitability of staff working with children. Daily risk assessments ensure that hazards are minimised, and the environment is safe and secure for children. There is effective deployment of staff to ensure that children are well supervised. Staff can recognise the signs and symptoms of potential abuse and or neglect. They know where to access procedures should they need to raise concerns about the welfare of a child.

What does the setting need to do to improve?

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

- review and improve the arrangements for group activities to support all children, particularly those who are less confident, so they benefit from all learning experiences
- maximise opportunities for children to develop their independence during daily tasks and self-care routines.

Setting details

Unique reference number	402102
Local authority	Essex
Inspection number	10265406
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	20
Number of children on roll	23
Name of registered person	Watson, Wendy
Registered person unique reference number	RP906807
Telephone number	07711935989
Date of previous inspection	6 June 2017

Information about this early years setting

Hereward registered in 1988 and is located in Loughton, Essex. The playgroup employs three members of staff. Of these, one holds an appropriate early years qualification at level 3. The playgroup opens from Monday to Friday during school term time. Sessions are from 8.50am until 11.50am. The playgroup provides funded early education for two-, 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. She discussed children's progress with staff.
- The manager and inspector carried out a joint observation of a planned activity.
- The inspector looked at relevant documentation. This included evidence of staff suitability, training records and safeguarding documents.
- The inspector spoke to parents during the inspection.

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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