

Inspection of Datchworth Pre-School

Datchworth Village Hall, 52 Datchworth Green, Datchworth, Hertfordshire SG3 6TL

Inspection date: 26 January 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children arrive with enthusiasm to start their day at this warm and caring pre-school. They demonstrate self-confidence as they leave their parents independently. Children show close attachments to their key persons. They excitedly share their news from home with the nurturing, kind staff.

Staff value children as individuals from the moment they start. They work closely with families to ensure a smooth transition. Staff find out about children's likes and dislikes and their current interests. They build these interests into their curriculum. For example, a child's recent passion for cooking is built into the role-play area with recipes from home. Staff value parents contributions and set up a partnership from the beginning. Parents start the children's learning journals with photographs and information from home. These close partnerships ensure the best possible outcomes for children.

Children behave well. They mirror the manners and kindness demonstrated by staff. Children enjoy the routine of the day and take part in a balance of child-led and adult-directed activities. For example, older children demonstrate their good concentration skills as they use dough to take part in a music session. This helps to develop fine motor strength and coordination.

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

- Staff know the children well and have a good understanding of child development. They assess children thoroughly and plan their next steps in learning to ensure each child continues to make progress. Staff use children's interests to plan activities for them. However, staff do not always consider the progression of skills and knowledge that they want children to learn next.
- Children with a special educational needs and/or disabilities are supported well. They have an individual plan with specific, achievable targets. These targets include relevant strategies and resources to help children make progress, such as objects of reference or picture cards. The setting is inclusive and staff ensure children feel welcome and settled.
- Children have regular access to outside play and fresh air. They delight as they play games with one another and staff. This helps to develop children's language development and turn-taking skills. Children have opportunities to develop their climbing and pedaling skills.
- Partnership with parents is very strong. Parents comment on the dedication and passion of the experienced, kind staff. They comment that, 'their children are nurtured and cared for in exemplary manner'. Parents say that, 'their children have benefitted from the wisdom, guidance and the careful planning of activities that staff offer'. They value the excellent communication, including information

about the curriculum, so that they can support their children's learning at home.

- Children are given opportunities to use their imagination during activities. For example, they create pictures using a selection of materials and they enthusiastically take part in music sessions, playing their instruments as they sing along.
- The management team are in the early stages of leading the team. They have a clear, ambitious vision to ensure the pre-school continues to make improvements, to provide the best possible care and education for children. The staff are enthusiastic, passionate and polite. They are reflective and positive about making changes to improve their practice further.
- Children are encouraged to be independent. For example, they learn to put on their own coats. Staff are in the process of making alterations to the learning environment to provide more opportunities for children to make choices over resources and toys.
- Staff take children on visits in their local community. They visit the allotment and walk to the green. This develops children's understanding of the natural world. Family picnics are arranged, which helps to strengthen the partnership between the staff, children and families. However, children are not always offered opportunities to discuss similarities and differences between themselves and others.

Safeguarding

The arrangements for safeguarding are effective.

Staff view children's safety as highly important. They complete daily risk assessments to ensure that the indoor and outdoor learning environment is kept as safe as possible. Staff are confident to identify the signs and symptoms of abuse. They are clear about the procedures to follow should they have a concern about a child's welfare. Staff attend regular safeguarding training to ensure their skills and knowledge are up to date. The committee have robust recruitment procedures in place and ongoing checks are completed, to help to ensure that staff are suitable to work with children.

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 coherently plan and sequence the curriculum, so that teaching is focused on the skills and knowledge children need to learn next
- strengthen opportunities for children to learn about cultural diversity in the wider world, to ensure they develop an understanding and tolerance of one another in modern Britain.

Setting details

Unique reference number	146430
Local authority	Hertfordshire
Inspection number	10264017
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	34
Name of registered person	Datchworth Pre-School Committee
Registered person unique reference number	RP910416
Telephone number	01438 814310
Date of previous inspection	19 May 2017

Information about this early years setting

Datchworth Pre-School registered in 1994 and is located in Datchworth, Hertfordshire. It employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens from 9am until 1pm, Monday and Friday and from 9am until 2.45pm on Tuesday, Wednesday and Thursday, term time only. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Barton

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of teaching and the interactions between staff and children, and assessed the impact on children's learning.
- The manager and the inspector completed a learning walk together of the pre-school and discussed the early years curriculum.
- The manager and the inspector conducted a joint observation of an activity, and evaluated the impact on children's learning.
- The inspector talked to parents and read written feedback, and took their views into consideration.
- The inspector talked to staff and children at appropriate times and considered their views.

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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