

# Inspection of Forget-me-nots Pre-School

Tring Community Centre, Silk Mill Way, TRING, Hertfordshire HP23 5EP

---

Inspection date: 25 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive at the pre-school eager and ready to learn. They separate from their main carers with ease. Children have a good understanding of the pre-school routine as they sit on the carpet, ready to say good morning. Children gain a real sense of belonging in the pre-school as they find their named peg and sign themselves in.

Children enjoy exploring the room. Staff create exciting activities for children to investigate. For example, staff hide stones in the sand for children to find, building on their inquisitive nature. They use a variety of tools, including spoons and their hands, to 'dig for treasure'. Later children add cups from the home corner to make sandcastles, working together to put sand in the cup. Children are kind to each other and behave well. Children of all ages socialise easily together. Minor disputes are easily managed by staff, using distraction techniques, and children quickly move on.

Currently the garden area is being revamped, but staff have successfully adapted the large hall into an area for children to benefit from large physical play. They ride bikes and throw and catch balls. Children climb on soft-play equipment, delighting as they jump from one large stool to another.

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

- Children welcome staff into their play and enjoy spending time with them. They build great bonds with their key workers and actively seek them out. Staff create activities based on children's interests to develop the next steps in their learning. However, staff do not always make the most of opportunities that arise to further extend children's learning while engaged in play.
- Mathematics is embedded into children's play well by staff. Children have regular opportunities to develop their number and counting skills. For example, while at the craft table, children talk about the shape of their paper and how many sides it has. Later, children create patterns with coloured screws. They work with staff to match the number on the picture with the number they need. Children are very proud of the pictures they create.
- Children show positive attitudes towards their learning and they focus on activities for long periods of time. Children use 'trial and error' methods as they persist to gain a desired outcome. For example, children work hard to match the pieces to create the perfect car track.
- Most of the time staff encourage children to gain an understanding of good hygiene practices. At snack time, children are encouraged to wash their hands. However, this is not consistent for all children and, therefore, children do not always know what is expected of them. During the day, children repeatedly

cough and staff are not consistent at teaching them to cover their mouths to help stop the spread of germs.

- Children have access to a wide range of toys. They are accessible for children to add to other activities and make choices. Children can explore a range of technology-based toys, such as mini laptops and computers. However, staff do not consistently talk to children about the benefits of using the internet in a safe way, to develop their understanding of online safety.
- Parents say that they are happy with the pre-school. They discuss the high levels of communication they receive. Parents are aware of how they can support their children's development at home. Parents of children with special educational needs and/or disabilities praise the support of the pre-school team. They comment on the consistency they provide between home and school. Parents state that the pre-school works effectively with all professionals to support all children to make good progress in their learning.
- The manager and pre-school team work together to reflect on the environment and make changes to suit the children in their care. Where changes do not work, staff are quick to notice and adapt further. Staff are well supported by the manager and feel they have a lot of opportunities to share any issues or concerns.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have good knowledge of the signs and symptoms of abuse and how to report any concerns they may have about a child. Staff attend regular training to keep their knowledge up to date and discuss safeguarding regularly as a team. Staff are confident in whistle-blowing concerns about a member of the team. Managers ensure staff's ongoing suitability and that all committee members follow the correct processes for working with the pre-school. Staff ensure the environment is safe for children by completing daily checks on the building, environment and resources.

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

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

- strengthen training and coaching to identify staff's training needs and raise the quality of teaching to a higher level
- review hygiene practices, so they are consistently followed and to ensure children have an understanding of managing self-care independently
- explore ways to broaden children's technology experiences and help them to gain an understanding of keeping themselves safe online in an age-appropriate way.

## Setting details

<b>Unique reference number</b>	EY342712
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10263678
<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>	20
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Tring Community Association Committee
<b>Registered person unique reference number</b>	RP526583
<b>Telephone number</b>	07927413089
<b>Date of previous inspection</b>	9 May 2017

## Information about this early years setting

Forget-me-nots Pre-School registered in 2006. The pre-school employs five members of childcare staff, two of whom hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until midday, with a lunch club operating each day till 2pm. 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 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 childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during an 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 and committee members.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023