

# Inspection of Aycliffe Drive Pre-School CIO

Aycliffe Drive Pre School, Grovehill, Hemel Hempstead HP2 6LJ

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Inspection date: 9 March 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	Not applicable

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

### **The provision is good**

Children form secure attachments with friendly staff, who they seek out for comfort on arrival. As they settle in, they explore the wide range of resources available to them. For example, children keenly engage in painting activities with staff, who help to develop their mathematical vocabulary. Children learn new words, such as 'oval' and 'zigzag', as they paint different shapes. This also helps to develop children's pre-writing skills. They demonstrate good focus and concentration as they practise threading cotton reels onto string. They are pleased with their efforts and smile when praised by staff.

Outdoors, children develop their physical skills as they ride on bicycles and climb on climbing frames. Children benefit from the nearby pond and wooded area, which stimulates their interest in the natural world. For example, they watch and learn about the life cycles of frogs and caterpillars over the seasons.

Children's behaviour is good. They are gently encouraged by staff to share and take turns. Children learn about the pre-school rules. They understand the importance of walking inside and taking care of the pre-school resources. When the bell is rung, children respond quickly to staff's instructions to help to tidy up. Children are friendly and confidently speak to visitors.

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

- Managers of this pre-school are passionate to deliver an inclusive setting for all. They implement a curriculum that aims to develop children's knowledge and skills in each area of learning. The effective key-person system ensures that staff know children well and accurately assess their developmental progress. This helps staff to identify any gaps in children's learning and development and to provide well-planned interventions with support from professionals. As a result, children with special educational needs and/or disabilities make good progress.
- Children develop a love of books. They are regularly exposed to immersive storytelling activities, where they recall phrases from their favourite books and stories. Books are accessible everywhere in the pre-school. This encourages children to enjoy books independently. As a result, children's pre-reading skills blossom.
- Staff support children to gain a good understanding of healthy lifestyles. For example, children independently wash their hands before eating. They use jugs to pour their own drinks and make good attempts to put on their outdoor shoes. However, staff do not consistently encourage children to complete tasks by themselves, such as peeling and cutting up their fruit, to further promote their independence.
- Children show good levels of communication and language development. This is

supported well by staff, who use sign language and visual cards in their communication with children. For example, as children gather for registration, staff say and sign 'Good morning' to each child. Picture cards support children to understand what happens 'now and next' during the day. As a result, all children, including those who speak English as an additional language, become effective communicators.

- Managers make good use of funding to ensure it has a positive impact for the children it is intended to help. For example, staff create and provide 'take home packs' for children to borrow and share with their families. Staff recognise the impact the COVID-19 pandemic has had on children's personal, social and emotional development. Therefore, an effective settling-in process is used to support each child as they begin their pre-school journey.
- Effective partnerships with the attached nursery and school ensure children's transitions are smooth and successful. Additionally, partnerships with childminders ensure children's needs are communicated effectively.
- Parents speak positively about the pre-school and staff. They appreciate the effective communication methods used to ensure they are fully aware of their children's development and next steps in learning. Parents feel fully supported by the kind and caring staff, who promote an open-door policy for all.
- Staff feel well supported through regular team meetings and individual supervision sessions. They benefit from ongoing training to help them keep their knowledge and skills up to date. As a result, staff create a happy, positive environment for children to enjoy.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of indicators that may show a child is at risk of abuse. They know how to respond appropriately to these signs and how to report concerns. They demonstrate a good understanding of wider safeguarding issues, such as child exploitation and radicalisation. The setting has established routines to ensure the children can enter and exit the building safely. Managers and leaders have robust recruitment systems in place to ensure that children are only cared for by staff who are suitable. Children play in a safe and secure environment, both indoors and outdoors. Staff members, including the manager, are trained in paediatric first aid.

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

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

- provide more opportunities for children to do things for themselves, supporting them to develop their growing independence and helping them to become ready for school.

## Setting details

<b>Unique reference number</b>	2598621
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10276046
<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 3
<b>Total number of places</b>	46
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Aycliffe Drive Pre-School CIO
<b>Registered person unique reference number</b>	2598619
<b>Telephone number</b>	01442973183
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Aycliffe Drive Pre-school CIO re-registered in 2021 and is situated in Aycliffe Drive Primary School in Hemel Hempstead. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one at level 2. The pre-school opens from Monday to Friday. Sessions are from 8.30am to 11.30am and 12.15pm to 3.15pm. A lunch club operates between the two sessions. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rachael Small

## 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 managers and has taken that into account in her evaluation of the provision.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Managers took the inspector on a learning walk, where they discussed the early years curriculum.
- The inspector carried out joint observations of group activities with the managers.
- Staff, children and parents spoke to the inspector during the inspection, who took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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