

# Inspection of The Village Pre-School

St Bernadette Catholic Primary School, Walsingham Way, London Colney, St. Albans  
AL2 1NL

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Inspection date: 16 January 2024

<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 naturally respond to the welcoming, positive environment created by staff and thoroughly enjoy their time at this pre-school. Caring staff take time to fully understand each child as a unique individual. They tailor their teaching approaches to help children participate and gain the most benefit from each activity. Children react to this and quickly settle, becoming confident, inquisitive learners. Children of all ages make choices about their play. They competently follow instructions and work well together, for example they play musical instruments quietly and build this up to play loudly.

Staff use books, group activities and ongoing discussions to help children understand and talk about their feelings. Children show a mature awareness of this and understand how their words and actions can affect others. Their behaviour is good and, with gentle support from staff, they are learning to settle minor disputes. Daily discussions and activities, for example, ones relating to oral hygiene, help children understand how to keep themselves healthy. Thorough risk assessments and secure daily procedures ensure children play safely and learn about keeping themselves safe. For instance, children know how to use tools, such as scissors and cutlery, safely and effectively.

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

- Managers are committed to the continuous review and development of the pre-school. They work closely with staff, offering tailored support and demonstrating good practice. This aids staff in managing their work and developing their skills. Staff comment that they are well supported and their welfare is promoted.
- All children make good progress. Staff observe children well, assessing what they are learning and what they need to learn next. They know children well and offer them activities linked to their interests. Thorough monitoring ensures that any weaker areas in children's learning are quickly addressed.
- Staff's good understanding of each child means that additional funding is used effectively to promote children's well-being and development. The special educational needs coordinator supports staff in working closely with other professionals, to ensure that children with special educational needs and/or disabilities receive pertinent support.
- Staff pay close attention to their interactions with children and to the environment. They recognise the role these play in supporting children's language and communication skills. For example, young children explore a tray of different textures and dinosaurs. They use their language skills as they describe where the dinosaurs are hiding. Staff introduce new vocabulary. Children eagerly repeat this, for instance, describing the texture as 'crumbly'.
- Children are developing an enjoyment of books. They access these

independently. For example, young children choose a book and take turns to lift the flaps. Staff also appreciate the importance of repeating stories; children are captivated as they join in with words they recognise. They use puppets and props to act out stories, eagerly sequencing the story and reminding each other what happens next.

- Staff offer children resources and activities that are appealing and aid them in focusing their attention. For example, children concentrate as they decorate pictures of a favourite superhero. They remember words, such as 'strong' and 'caring' to describe them.
- Thoughtful planning supports children in understanding diversity. For example, children take turns to take home the 'Bob the mouse' toy. They share photographs and stories of this, helping them to note the differences in families and ways of life.
- Parents think highly of staff. They comment on how welcoming staff are and note how much progress their children have made. Parents comment on the good communication, enabling them to understand what their children have been learning and to build on this. Additionally, staff provide books and resources for families to borrow.
- Daily routines are largely well planned and children enjoy a wide variety of activities. However, some routines are not always as well executed. On occasion, during times of transition and use of the outdoor area, children wait for longer periods of time and are not always engaged in purposeful play.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- review daily routines, particularly relating to the use of outdoor areas and the management of times of transition, to ensure children are engaged and to offer further opportunities to children who prefer to play and learn outside.

## Setting details

<b>Unique reference number</b>	2645092
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10305077
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Moules, Denise
<b>Registered person unique reference number</b>	2645091
<b>Telephone number</b>	07703058324
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Village Pre-School registered in 2021. The setting employs seven members of childcare staff. Of these, four 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 3pm. Additionally, there is out-of-school care for children attending the pre-school, with sessions from 7.30am to 9am, and from 3pm to 5.30pm. The setting provides funded early education places for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Kelly Eyre

## 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 setting.
- The manager joined the inspector on a learning walk and talked about their curriculum and what they want their children to learn.
- The inspector observed staff interaction with children during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- Meetings were held between the inspector, the manager and the deputy manager. The inspector looked at relevant documentation and saw evidence of the suitability of staff.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of 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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