

# Inspection of Layston Preschool and Nursery CIC

Layston Preschool and Nursery CIC, The Causeway, BUNTINGFORD, Hertfordshire  
SG9 9EU

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Inspection date: 12 February 2024

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 enjoy attending this welcoming setting and build strong bonds with the nurturing staff. Staff know the children well and make good use of this knowledge. For instance, they use information from home visits to help children settle and to tailor the support they offer to more precisely suit each child. Staff promote the setting's ethos of supporting children to become strong, confident learners. Children reflect this and have positive attitudes to their play and learning. They are excited as they play, eagerly exploring the resources and persevering, for example, when they set themselves challenges. For instance, children show determination when they decide to use blocks to recreate famous London buildings, such as The Shard.

Staff have high expectations of children's behaviour and use their experience and knowledge of the children to offer them sensitive support. Children respond to this and show a mature approach to managing their behaviour. For example, they often use sand timers to organise fair turns. Good use of daily routines support children in learning about safety. For instance, children take turns to help staff risk assess the outdoor area. Ongoing discussions and specific activities, such as cleaning model teeth, help children build a clear understanding of how to keep themselves healthy.

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

- The manager is enthusiastic and is dedicated to reviewing the work of the setting and offering children and their families the best care they can. She acts as a very good role model and offers staff pertinent support. This enables staff to develop their practice and support all children to make good progress. Staff report that they feel valued and their well-being is sensitively considered and promoted.
- Staff observe children well and understand what they need to learn next. They offer children interesting play opportunities that reflect children's interests. Thorough monitoring means that any weaker areas in children's learning are quickly addressed. Staff's good understanding of each child helps to ensure that additional funding is used effectively to promote children's development. Staff work well with other professionals and ensure that children with special educational needs and/or disabilities receive effective support.
- Staff support children in building an enjoyment of books, adeptly repeating these and using them as a way to promote children's vocabulary and communication skills. For example, children understand the concept of 'traditional stories'. They eagerly explain that these often start with 'Once upon a time'. They remember the refrains from stories, frequently including these in their play. For instance, children playing in the 'builder's yard' pretend to build houses and take turns to

repeat 'I'll huff and I'll puff' as they try to blow the houses down.

- Thoughtful practices successfully support children in gaining a practical awareness of diversity. For example, children bring photographs from home to contribute to a book they share. They talk about their unique characteristics, traditions and home life.
- Children spend time each day working in small groups with their key person. These sessions are well organised and children benefit from participating in the more focused activities. For example, children develop their knowledge of mathematics as they identify written numbers and count out the corresponding number of animals. They then work together to arrange the animals in size order.
- Staff are sensitive to the possible effects of the COVID-19 lockdowns. They recognise that children may not have had the opportunity to socialise with others. Therefore, they offer children additional support in interacting and working together.
- Parents praise the supportive, caring staff. They note the good progress that their children make, particularly in their communication and social skills. Parents report that staff are very approachable and communicate well with them. Staff support parents in understanding what children are learning and building on this at home.
- Children thoroughly enjoy their interactions with staff, who generally encourage them to build on their learning. However, at times, staff do not make the best possible use of opportunities to support children in expressing their ideas and creativity.

## 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:**

- support staff to offer children further opportunities that aid them in expressing their ideas and creativity.

## Setting details

<b>Unique reference number</b>	EY494489
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10307915
<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>	30
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Layston Preschool and Nursery CIC
<b>Registered person unique reference number</b>	RP534958
<b>Telephone number</b>	01763271235
<b>Date of previous inspection</b>	16 March 2018

## Information about this early years setting

Layston Preschool and Nursery CIC registered in 2015 and is managed by a board of trustees. The setting employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or above, including one with early years professional status. The setting opens on Monday to Thursday from 8.45am to 3.15pm and on Friday from 8.45am to 12.15pm, during term time only. 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 and the 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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