

Inspection of Rialize Childcare

Bridgewater School, Bridle Way, Berkhamsted HP4 1ES

Inspection date: 18 July 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in this friendly pre-school. Throughout their day, children remain deeply engaged in a wealth of wonderful learning opportunities. This is because staff work exceptionally hard to create an exciting environment based on children's interests and learning needs. For example, pre-school children have chosen to learn more about worms. Staff support them to use computer equipment safely to gather facts about the features of worms and their habitat. This inspired children to create their own wormery that they feed with the food they recycle daily.

Staff place equally sharp focus on meeting the needs of children attending the breakfast and after-school clubs. They skilfully transform the school environment to create safe and stimulating areas for children to explore their interests further. For example, children are making refreshing lemonade to share with their friends. They explore how adding different quantities of the ingredients alters its taste.

Children's behaviour is impeccable. They follow the rules well and support their friends to do the same. Staff encourage these behaviours superbly. They create group discussions throughout the day, where children remind one another about the importance of listening to others and not shouting out. Children demonstrate immense empathy for others. They identify when their friends are nervous and offer reassurance, holding their hands and comforting them.

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

- Children are incredibly confident and look forward to exploring new situations and activities. They enthusiastically welcome visitors and delight at engaging them in conversation and play. Staff support these wonderful dispositions by creating an environment where children's opinions are valued. Children play a key role in deciding what they learn. They create an 'ideas board' where they document topics that they wish to learn more about. Staff use these ideas to create opportunities that support children's development across all areas of learning. For example, children develop their mathematical skills by measuring 'spaghetti worms'. They examine their different lengths, ordering them to size and exploring those that are the 'longest' and 'shortest'.
- Children demonstrate strong communication skills. They confidently use extensive vocabulary during interactions with their friends and adults. For example, children delight at teaching visitors facts about the features of the worms they have been exploring. Staff skilfully promote children's language development across every activity and routine in the pre-school. They encourage children to discuss their ideas and thoughts and ensure they have a good understanding of the English language. This prepares children well for their next stage of learning.

- Partnerships with parents are of an exceptionally high standard. Parents comment on how well informed they are about children's progress. They praise leaders and staff for the wonderful relationships they form with children. They acknowledge how this supports children to settle well and enjoy their time in the pre-school and breakfast and after-school clubs.
- The inspirational leaders are passionate about the care and teaching children receive. Their infectious enthusiasm ensures the entire team demonstrate equal passion in their roles. The highly qualified manager is focused on supporting staff development. Staff benefit from highly effective performance strategies and training programmes. These enable staff to consistently provide exceptional care and teaching for all children.
- Staff support children's transitions exceptionally well. Children are well prepared for their next stage of learning. Staff have robust strategies in place to support children in their new routines and environments. Regular visits from teaching staff ensure children develop close relationships prior to starting in school. Changes in children's daily routines are very well considered. Staff make excellent use of group sessions to support children's emotional security and understanding of what happens next. For example, children and staff create daily timetables. They discuss who will be staying on to play in the after-school club and the activities they can explore.
- Children have a deep sense of ownership and take pride in maintaining their learning environment. Staff encourage them to take on roles of responsibility and have respect for their surroundings. For example, children confidently identify risks in the classroom. They help fix broken resources, pick up litter and maintain the allotment area. They understand how this keeps their environment safe and pleasant for everyone.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY537005
Local authority	Hertfordshire
Inspection number	10351872
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	3 to 11
Total number of places	120
Number of children on roll	199
Name of registered person	Rialize Childcare Partnership
Registered person unique reference number	RP900423
Telephone number	07980305188
Date of previous inspection	29 October 2018

Information about this early years setting

Rialize Childcare registered in 2016. It operates from Bridgewater School in Berkhamstead, Hertfordshire. The provider employs 17 members of childcare staff. Of these, eight hold appropriate early years qualification at level 3 or above including one with qualified teacher status and one with a level 7 qualification. The pre-school operates from Monday to Friday from 12 midday to 3pm during term time. The provider operates a breakfast club from 7.30am to 8.30am and an after-school club from 3pm until 6pm as well as a lunchtime club from 11.30am to 12pm. During the school holidays, it operates from 8am to 5.30pm. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Antonia Campbell

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 inspector considered the views of parents by speaking to several during the inspection.
- The inspector looked at relevant documents, including evidence of the suitability of all staff.
- The inspector observed the interactions between staff and children during activities in the pre-school and after-school club.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and manager completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with staff about the monitoring of learning and development in the setting and tracked the progress of several children.

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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