

# Inspection of The Manor Pre-School

Bhaktivedanta Manor, Dharam Marg, Hilfield Lane, Aldenham, Hertfordshire WD25 8EZ

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Inspection date: 5 September 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

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

### **The provision is good**

Children develop a deep sense of belonging and settle swiftly in this engaging learning environment. They become absorbed in the many learning opportunities that staff plan around this unique community. For example, children are eager to feed the cows that live in the neighbouring building. They enjoy learning about the various crops that grow and how they are used within the community.

Staff provide opportunities for children to show off their talents and celebrate what makes them unique. They use circle time to encourage children to sing songs and demonstrate their dancing. Their friends listen intently and offer praise and applause. As a result, children are confident and outgoing even in new situations.

Staff support children's understanding of acceptable and kind behaviour in age-appropriate ways. They encourage children to take turns and explore the impact not sharing resources may have on their friends. Children are observed using these strategies independently in their play. They organise group games such as skittles and play cooperatively with one another. These skills prepare children well for the next stage of learning.

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

- Staff provide opportunities for children to take on roles of responsibility within the pre-school. Children take turns to distribute snacks and water bottles to their friends. More established children act as role models for their new friends. For example, they show them how to line up safely at home time and how to wash their hands properly by teaching them their pre-school song. This encourages children to develop a sense of pride in their accomplishments and supports their growing self-esteem.
- Children are confident communicators who demonstrate a wide and varied vocabulary. Staff provide children with opportunities to develop their language skills. Regular group discussions, innovative resources and sociable snack times encourage children to explore all languages that are spoken in the pre-school. For example, children use technology to read and translate stories into different languages.
- Staff demonstrate a deep understanding of all children in their care. They confidently discuss children's early experiences and the impact these may have on children's development. Staff use this information to plan an environment that supports children's individual interests and next steps. However, staff do not consistently identify impromptu opportunities to support children's progress around their identified learning needs.
- The provider sequences children's learning well. She organises routines and activities that build on what children can do and support them to gain the

knowledge and skills required for future learning. For example, children are learning about how to behave and keep themselves safe during meal and snack times. The provider explains how she will adapt this routine in the future, supporting children to become more independent and preparing them well for the next stage of learning.

- Staff evaluate the effectiveness of their teaching well. They regularly revisit activities with children and recall past learning experiences. This enables staff to assess what children have learned and plan activities to further support their development. For example, after exploring how the crops grow in the neighbouring field, children use the information they learn to grow their own plants in their extensive outdoor play area.
- Relationships with parents are strong and respectful. Parents are complimentary about staff and the deep understanding they have of their children. They are encouraged to get involved in the day-to-day running of the pre-school and play a key role in children's learning. Parents visit regularly to share their knowledge, expertise and skills. For example, children learn about oral hygiene and how to look after their teeth from visiting dentists.
- Highly effective induction procedures ensure that children settle well in the pre-school. Families attend play sessions before starting. This allows children to become familiar with staff, the environment and expected routines. Staff work closely with carers to gather detailed information about children's interests and stages of development. This enables them to plan appropriate learning opportunities that support children to make good progress.

## **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 recognise spontaneous opportunities to enrich and build on children's learning.

## Setting details

<b>Unique reference number</b>	130503
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10344406
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	12
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	International Society For Krishna Consciousness Limited
<b>Registered person unique reference number</b>	RP519063
<b>Telephone number</b>	01923851000
<b>Date of previous inspection</b>	27 September 2018

## Information about this early years setting

The Manor Pre-School registered in 1990. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualification at level 3. The pre-school operates during term time only. Sessions are Monday to Friday from 9.30am to 12.30pm. The pre-school provides funded education for two-, 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.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and provider 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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