

Inspection of The Hall Pre-Preparatory School

The Grange, Rickmansworth Road, Northwood HA6 2RB

Inspection date: 29 April 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

As children arrive, staff greet them warmly. Staff encourage parents and carers to share information as they hand over the care of their children to staff. They know children extremely well. For example, staff talk to older children about their family members or what activities they have attended in the evening. Staff ask babies and young children if they would like a cuddle and check they have their favourite comfort item for nap time.

Older children seek out their friends to investigate the sparkling 'fairy dust' they can see on the ground. Staff are well deployed as they move around the garden to be where children are. Children behave well. They take turns and share by offering resources to their friends. Children reinforce rules by saying, 'It is your turn when we finish,' or they seek a timer to use to show how long their friends must wait. Children who need additional help or children with special educational needs and/or disabilities (SEND) are well supported. The setting works with parents and professionals to ensure that children receive the support they need.

Leaders and managers have devised a broad curriculum, which is embraced by staff. They plan activities around children's interests to build on what children already know and can do. Staff who work with the youngest children use strategies to develop children's attention and listening skills. Staff use books with older children to introduce discussions on the environment and the concept of recycling materials by looking at the symbols on packaging.

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

- The key-person approach is embedded into practice. Children are allocated a key person when they enter the setting. Parents share information on their child's individual care needs and what children like to do. Key persons get to know children extremely well. They assess children's progress and move between rooms when they are ready, rather than when they have reached a certain age.
- All staff have high expectations for children's learning. They plan activities with children to include their individual next steps in learning. Staff base their planning on children's current interests. For example, when children ask to make fruit smoothies, staff take children to the shops to choose and buy their favourite fruits. Children confidently recall the sequence of events to make their drink.
- Children learn about their emotions. They use books, such as one about a monster, to name their emotions and to share how they are feeling. Staff encourage children to be independent by learning to use the bathroom and wash their hands. However, staff do not fully support the youngest children to develop their independence at mealtimes. For instance, staff feed babies and toddlers

and do not support them to choose what they want to eat as their lunch is presented to them.

- Staff support babies and young children to develop their communication. They offer children choices using gestures, for example to choose what they would like to sing. Staff model actions or offer musical instruments for children to shake in time to the tune. Staff pause and leave a gap for children to fill familiar words in. Children smile and clap as they enjoy showing staff what they can do.
- Staff position themselves at children's level. They ask open questions to develop conversations with children. Staff introduce children to new words, such as 'pipette', giving children time to practise saying the word, and explain that 'melancholy' means feeling 'very sad'. They praise children for their participation. However, on occasion, staff's praise is not clear as they do not comment on the behaviour that they are praising children for.
- Older children are well prepared for their next stage in learning. They enjoy opportunities to write their shopping list when in the home corner. Children are supported with one-to-one teaching to learn numbers and early literacy skills. Children are confident and proud of their achievements.
- Relationships with parents are strong. Parents feel well informed about their children's care and what they are learning. They appreciate having an online app, where they can view observations and pictures. Parents regularly share information with staff via the app at drop-off and collection times or at the regular parents' evening meetings. Parents share how they feel staff are kind and approachable.
- Leaders and managers are very visible in the setting. They move around the areas for children, offering advice and support to ensure that interactions are consistently high quality. Leaders encourage and support staff to develop their practice by attending training and accessing further professional qualifications. Staff share how supported they feel and morale among staff is high.

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 practice to support younger children's independence at mealtimes and snack times
- support children to be aware of what they are being praised for to help them to have a deeper understanding of the expectations for their behaviour.

Setting details

Unique reference number	2699311
Local authority	Hillingdon
Inspection number	10367744
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	35
Number of children on roll	35
Name of registered person	The Hall School Partnership
Registered person unique reference number	2699312
Telephone number	01923822807
Date of previous inspection	Not applicable

Information about this early years setting

The Hall Pre-Preparatory School registered in 2022 and is based in the London Borough of Hillingdon. It is open during term time, from 8am to 5.30pm, Monday to Friday. It provides government funded childcare. There are 16 members of childcare staff employed in the setting. Of these, 14 staff hold appropriate qualifications ranging from level 2 to level 6.

Information about this inspection

Inspector

Bernie Dunne

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The children spoke to and communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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