

# Inspection of Windsor Hall Pre School

Parkside Community Primary School, Aycliffe Road, Borehamwood WD6 4EP

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Inspection date: 30 April 2025

<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 are excited to arrive, separate from carers well and rush to explore their learning environment with their friends. Enthusiastic staff are on hand to greet families when they arrive. They chat to them about children's learning and their routines at home, understanding how this may impact children's moods and the support they may need to provide.

Children are familiar with the well-established routines staff implement. Children find their name pegs and hang up their coats and bags, understanding how this will be a task they will need to do at school. Staff provide many opportunities throughout the session to practise being independent. They encourage children to manage hygiene routines themselves, such as using mirrors and tissues to wipe their nose.

There is a robust key-person system in place. Staff provide precise teaching and care based on children's individual needs. Children with special educational needs and/or disabilities are particularly well supported by passionate staff, who go out of their way to make children feel secure. Staff make every effort to include children in all aspects of this friendly pre-school. For example, staff complete and share Makaton training to better engage all children in group discussions.

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

- Parent partnerships are strong. Staff go out of their way to encourage parents to engage in children's learning. They invite families in for weekly parent play sessions, where they gather a deep insight into children's time at the setting. Parents explore the activities children enjoy and gain an understanding of how this supports children's future learning.
- Children form close bonds with nurturing staff, who have a deep understanding of their personalities and learning needs. Staff use this knowledge to provide precise support and teaching. For example, children who are nervous and struggle during physical play are given gentle reassurance and an abundance of encouragement to climb obstacles and overcome challenges successfully. However, at times staff do not deploy themselves effectively to provide all children with these rich interactions that support their learning and understanding of appropriate behaviours.
- Relationships with other professionals are strong. Leaders and staff have a particularly close relationship with the host school. Regular visits from leaders allows staff to gather information around the skills and behaviours children will require to support them to settle well in their new environment. They swiftly implement strategies that focus on supporting children's transitions. For example, staff have created a quiet area for children to reflect on their emotions

and begin to regulate their behaviour.

- Leaders distribute additional funding effectively and with integrity. Children enjoy sports sessions delivered by professional coaches as leaders understand that not all children have access to opportunities to develop their physical skills.
- Children develop a love of books from an early age. Throughout the session, children enjoy group story sessions delivered by enthusiastic staff. Children also relish in exploring books independently, cuddled up in cosy reading areas scattered around the environment. Staff have introduced a library system, where parents are encouraged to take books home in various languages and share with children.
- Staff follow children's interests and choices, when creating an interesting learning environment for them to explore. They provide learning opportunities that children enjoy, such as modelling dough and water play. Staff understand how these activities promote children's development. For example, they encourage children to develop hand muscle strength manipulating the dough and pouring water. However, when children show a lack of interest in certain play opportunities, staff are not swift to adapt the environment to encourage a deeper engagement in play.
- Leaders and staff create a robust programme of teaching opportunities to support children to gain a better understanding of healthy eating. For example, children are growing their own vegetables ready for their new kitchen area. Once complete, children and staff will prepare their own hot lunches daily. Children enjoy snacks with staff on hand to support them in making healthy choices. However, this routine is not planned effectively and leaves children waiting for periods of time. Children become disengaged and distracted from the wealth of physical and language teaching that staff attempt to provide.

## 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:**

- establish more effective methods of coaching to support staff to gain the confidence to identify and implement ways to improve their practice and further promote children's development
- ensure the environment and daily routines are consistently well organised, enabling children to engage deeply in learning opportunities that promote their development.

## Setting details

<b>Unique reference number</b>	2717829
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10380497
<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>	1 to 5
<b>Total number of places</b>	27
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Breakwell, Jessica Bunny
<b>Registered person unique reference number</b>	RP905623
<b>Telephone number</b>	07943021909
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Windsor Hall Pre School re-registered in 2022. It operates on the site of Parkside Community Primary School in Borehamwood, Hertfordshire. The pre-school operates from Monday to Friday during school term time. Sessions are from 9am to 12 midday and from 12 midday to 3pm. The pre-school employs seven members of childcare staff, six of whom have appropriate early years qualifications at level 2 or above. It offers the government funded places for all eligible children.

## Information about this inspection

### Inspector

Antonia Campbell

## Inspection activities

- The inspector considered the views of parents by speaking to several during the inspection and reviewing feedback letters.
- 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 leaders completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with staff and leaders 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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