

Inspection of Hardings Nursery & Pre-School Ltd

Springmead Jmi School, Hilly Fields, WELWYN GARDEN CITY AL7 2HB

Inspection date:

6 November 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

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

The enthusiastic staff welcome children warmly into this exciting nursery and pre-school. Their nurturing approach and exceptional knowledge of children supports children to settle well in their learning environment. A highly effective key-person system ensures that children form close attachments to staff, who are highly responsive to their individual needs. As a result, children feel safe and secure and follow expected routines well. For example, when children arrive, they immediately settle on the carpet for circle time. This prepares children well for the routines expected at school.

Children with special educational needs and/or disabilities (SEND) are particularly well considered by the highly-knowledgeable staff, who have a deep understanding of their individual needs. For example, children who struggle in group situations discuss behaviour expectations and the session activities with their key person. Staff explain this sequenced approach and have a clear plan in place to support children when they engage in future group discussions.

Children are highly confident and relish in completing age-appropriate tasks in the nursery and pre-school. Staff provide opportunities for children to take on roles of responsibility throughout the session. For example, children delight at being selected to be the 'daily helper'. They wear the sash with pride and play a key role in organising activities and maintaining the learning environment.

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

- Leaders and staff are passionate about their role in providing exceptional care and learning for all children. They reflect diligently on all areas of practice and make well-considered changes. The entire team monitors these new processes closely to ensure they continue to be effective in promoting children's learning. For example, after identifying the potential for enhancing their mathematical teaching, staff completed additional training. They have shared this as a team and now provide targeted support at each activity.
- Staff promote children's understanding of appropriate behaviour exceptionally well. They use the setting mascot 'Rupert' throughout the day to reinforce acceptable behaviour. For example, Rupert reminds children about good manners during snack and lunch time. Staff encourage children to use sand-timers to monitor the time they spend in popular activities. As a result, children are considerate towards others and are beginning to regulate their behaviour independently.
- Morale is high and staff report that they feel exceptionally well supported by the leaders, who conduct highly effective appraisals and supervisions to monitor staff practice and well-being. All staff are supported to develop areas of

expertise. They complete additional training, which they share with colleagues during weekly team meetings. The provider seeks out additional training opportunities that are focussed on the specific needs of staff. The knowledge she gathers enables her to better support staff well-being.

- Children's learning is incredibly well sequenced and builds on what they know and can do. For example, children are deeply engaged exploring and chopping vegetables in the role play area. Staff explain how this follows on from a recent harvest activity where children gathered unusual vegetables and shared them with the local food bank. When children are curious about how the vegetables taste, staff are swift to introduce this into their future planning by organising a soup-making activity.
- Partnerships with parents are outstanding. Families receive regular home-learning packs that provide targeted support. This enables parents to engage deeply in their children's learning. Children look forward to taking home the setting bears: 'Heidi' and 'Hardy'. They document their adventures and share pictures with their friends during circle time. Parents attend regular consultations and stay-and-play sessions, where they gather a more detailed insight into children's learning and the time they spend in the setting.
- Leaders and staff work incredibly hard to develop highly effective relationships with other professionals. This is particularly evident when supporting children with SEND. With their close monitoring of children's development, staff are swift to identify when there may be concerns. They access focussed support and introduce extensive and targeted strategies aimed at promoting children's development. As a result, children make exceptional progress from their starting points. Staff liaise closely with schools to support children's transitions. They communicate with class teachers, sharing appropriate information that supports children to continue making progress in their new environments.

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	2690808
Local authority	Hertfordshire
Inspection number	10363697
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	39
Name of registered person	Hardings Nursery & Pre-School Ltd
Registered person unique reference number	2690806
Telephone number	07766407317
Date of previous inspection	Not applicable

Information about this early years setting

Hardings Nursery & Pre-School registered in 2022. The nursery and pre-school opens from Monday to Friday, 9am to 3pm, during school term time. The nursery and pre-school employs six members of childcare staff, all of whom hold early years qualifications at level 3. The nursery and pre-school provide funded early education for two-, three- and four-year-old 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 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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