

Inspection of Howe Dell Day Care

The Runway, Hatfield, Hertfordshire AL10 9AH

Inspection date: 21 February 2023

Overall effectiveness **Good**

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 enjoy their time at this welcoming day care. They form good relationships with the kind and caring staff. Children confidently ask staff for help when they need it. Babies snuggle into staff's laps for reassurance and comfort. This shows children feel safe and secure. Children develop positive friendships with their peers. This enables children to develop their social skills, which will support their future development and learning. For example, children often engage in role-play games. They build rockets together and count down from 10. They giggle with delight as they shout 'blast-off!'. This shows children are happy, and as a result, their behaviour is good.

Children have plenty of opportunities to build and develop their physical skills. For example, staff introduce a climbing frame indoors to challenge babies' physical development. Outside, older children learn to climb, balance and jump from challenging equipment. The large outdoor play areas provide children with a wealth of opportunities. For example, children spend time in the school allotment, where they help to grow vegetables. They learn about nature as they go for walks through the woods. Staff encourage children to listen to the sounds around them, such as birds in the trees. This helps children to learn about the world in which they live.

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

- Leaders and managers are passionate about what they do. They are proactive in working with other agencies to support all children to make good progress. For example, they seek advice and additional support for children with special educational needs and/or disabilities. Additional funding is also used to support children who receive early years pupil premium.
- Staff report that they feel well supported and benefit from regular supervision meetings with leaders and managers. They appreciate the support they receive towards their ongoing training and professional development.
- Leaders and managers design a curriculum that sequences children's learning. Staff identify children's next steps of learning and plan activities for them. For example, staff expose children to books and stories through related activities, such as explorative sensory trays. However, leaders and managers recognise that further support for some staff is required to help raise the quality of teaching to a consistently high level.
- Staff promote children's independence well. Children are confident and are willing to 'have a go' with encouragement from staff. For example, young children learn to skilfully flip their coats over their heads to put them on themselves. Older children pour their own drinks at snack time. They independently wipe their own noses and know to put the tissue in the bin and

wash their hands afterwards. Babies learn to use cutlery to independently feed themselves.

- Staff encourage children to gain awareness of materials and texture. Younger children enjoy exploring sand and shaving foam. Older children make pancakes with malleable dough and glitter. Staff support children's awareness of diversity and the wider world. They plan learning activities around celebrations and festivals, such as Chinese New Year.
- Children become confident communicators at this day care. Staff make good use of singing and nursery rhymes to widen children's vocabulary. For example, children warm up their voices before they sing. During group time, children show their 'weekend books' to their peers. Staff ask questions to extend children's recall of their past experiences.
- Staff take full advantage of the close connections the day care have with the school in which they are based. For example, children spend time visiting the classrooms and outdoor areas. The headteacher is passionate in her role to oversee the day care, and works closely with the managers. As a result, children are well prepared to move on to school.
- Strong parental partnerships are in place. Parents are highly complimentary about the care their children receive. Staff use a variety of methods to keep parents informed about their child's care and learning. These include daily conversations, parents' meetings and electronic communications. They appreciate the genuine care and guidance staff provide. Parents say they feel involved in their children's learning and can see the positive progress their children make.

Safeguarding

The arrangements for safeguarding are effective.

The Day Care premises are suitable and well maintained. Managers complete regular risk assessments to ensure that the environment is safe for children. All staff complete safeguarding and child protection training, including wider safeguarding issues, such as child exploitation. They are aware of the signs and symptoms of abuse and neglect, and know the procedures to report safeguarding concerns to the relevant authorities. The provider ensures that the recruitment process is robust and that all staff are deemed suitable to work with children. All staff are paediatric first aid trained. Children are well supervised at all times, including when they access challenging play equipment.

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 develop the quality of teaching even more so they are able to enhance the curriculum provided and extend children's learning further.

Setting details

Unique reference number	EY361200
Local authority	Hertfordshire
Inspection number	10265172
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	56
Number of children on roll	70
Name of registered person	Howe Dell Primary School Governing Body
Registered person unique reference number	RP527279
Telephone number	01707 263291
Date of previous inspection	26 May 2017

Information about this early years setting

Howe Dell Day Care registered in 2007. The setting opens from Monday to Friday, all year round with the exception of one week at Christmas and one week at the end of August. Sessions are from 8am until 6pm. The setting employs 15 members of staff. Of these, seven hold a qualification at level 3 and three members of staff hold a qualification at level 5. The setting provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Rachael Small

Inspection activities

- This is the first routine inspection the day care received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken this into account in her evaluation of the setting.
- The manager, deputy manager and inspector completed a learning walk together to discuss activities and intentions for children's learning.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector and manager carried out joint observations of staff practice.
- The inspector held discussions with the managers and headteacher to evaluate the leadership and management of the setting.
- The inspector considered the views of parents through verbal conversations during the inspection.

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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