

Inspection of Night Owls After School Care & Little Ladybirds Preschool

Hillmead Primary School, Woburn Avenue, Bishops Stortford CM23 4PW

Inspection date: 22 October 2019

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

Children thrive in the setting. They show that they feel thoroughly at home, safe and secure in the care of the staff. The exceptional relationships with staff contribute significantly to children's sense of well-being and happiness. Children's behaviour is exemplary. They demonstrate kindness and consideration to others. Children who attend after school, show that they care about the younger children. They put a reassuring hand on each other's shoulders, speak kindly and give encouragement.

Children actively involve staff in their activities. They want to show them what they have discovered, confident that this will be warmly received with enthusiasm and interest. As they look at and feel the seeds in the bird feeder, children begin to talk about the birds and trees in the garden. They observe the colours of the leaves above them, spotting the yellows, oranges and reds. Children embrace taking part in activities outdoors. They explore natural materials with great interest and experiment with how to use them. Children are excited to learn about the environment. They show great fascination about how things grow and change over time.

Staff design a broad and challenging curriculum that meets the needs of every child. They recognise that each child's learning experience is personal to them. Children painting Diya lamps for Diwali, show great concentration and are engrossed in what they are doing. Each child decides for themselves how to decorate the lamp. Some are very thoughtful and precise in their painting. Others experiment by mixing their own colours. Children who are using toothbrushes for painting, share their experience of cleaning their teeth. This conversation about dental hygiene is prompted by staff's skilful questioning, which encourages children to share their knowledge and understanding.

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

- Staff plan exceptionally well for children's learning. They use information from parents to assess children's starting points. Staff have an excellent knowledge and understanding of how children learn. They are highly effective, and the quality of teaching is superb. Staff adapt activities to make sure that children continue to learn as their interests and ideas emerge and develop. For example, children working on their numbers and counting skills are encouraged to develop these as they weave wool through fence posts. Children who pick up a pot of letter tiles are supported to explore the letters and sounds at the start of their names. This helps to build the knowledge and understanding children need for reading.
- Staff provide a wealth of resources and an exceptional learning environment to

ensure children's interest is sparked by what they see, hear and feel. Staff's teaching motivates children to try new experiences. Children rise to the challenge and show determination to succeed. The very purposeful experiences provided make it possible for children to continually build on what they know. Children's fascination with the head of a sunflower has them investigating the patterns and shapes of seeds. They persevere as they remove these small and tightly packed seeds. Children know that new flowers will grow from these when they plant them in the earth.

- Staff give children excellent support to enhance their speaking and listening skills. They use a variety of methods to encourage children's communication. Children have a wide vocabulary of words and signs that they use to express themselves. Staff introduce new words and give children time and opportunities to use these themselves.
- Parents are thoroughly delighted with the experiences their children have at the setting. They are full of praise for the excellent staff team. Parents say that they are well informed about what happens and what they can do to help children's learning at home. Parents recognise the progress their children make and attribute this to the setting. Parents of children attending the after-school sessions are equally positive about the enjoyment children get from being part of this group. Staff appreciate the highly effective partnerships with parents and value information that parents share about their children.
- Staff work exceptionally well with other professionals. This includes teachers in the school and speech and language therapists. Their shared approach to teaching helps to provide children with the very best opportunities to learn. Furthermore, when children attend the setting and school, they have continuity in what and how they are learning. This helps children to make rapid progress.
- Leaders and managers communicate their shared ethos exceptionally well. They have high expectations of the staff, who all share their aspirations. Leaders use additional funding well and ensure that children receive their full entitlement of early education. Staff reflect on their practice. This helps them understand what works well and where new ways of working could enhance the already excellent provision.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an excellent knowledge of safeguarding and the possible signs of abuse and neglect. They are clear about their responsibility to protect all children from harm. All staff attend regular training to help them keep up to date with the latest safeguarding practice. Leaders and managers make sure that all staff complete a thorough induction process that tests their understanding of safeguarding and child protection. Staff also face regular spot checks on their knowledge, where managers ask them questions about safeguarding.

Setting details

Unique reference number	EY548942
Local authority	Hertfordshire
Inspection number	10108351
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 11
Total number of places	40
Number of children on roll	87
Name of registered person	Lynskey, Hayley Marie
Registered person unique reference number	RP910703
Telephone number	07745262676
Date of previous inspection	Not applicable

Information about this early years setting

Night Owls After School Care & Little Ladybirds Preschool registered in 2017. The setting employs 10 members of childcare staff and a site manager. Of these, nine hold appropriate early years qualifications at level 3 and above, including the quality manager who holds an early years qualification at level 6. The setting opens from Monday to Friday during term time only. Sessions are from 12.15pm until 6.30pm. The setting receives funding for the provision of early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alison Reeves

Inspection activities

- The provider and the inspector discussed how the early years provision and the curriculum are organised. They observed and evaluated the quality of education.
- The inspector held a number of discussions with the provider and staff. She looked at relevant documentation, including evidence of the suitability of staff working at the setting.
- The quality manager and the inspector completed a joint observation and evaluated the quality of education.
- The inspector spoke to children at appropriate times throughout the inspection.
- Parents shared their views about the setting with the inspector. These were considered as part of the overall evaluation.

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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