

Inspection of Attimore Barn Nursery & Pre-School Ltd

Pre School, Attimore Barn, Ridgeway, Welwyn Garden City AL7 2AD

Inspection date: 10 January 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

Staff skilfully create an exciting learning environment that is focused on the specific needs and interests of all children that attend. Staff identify children's changing interests and are swift to adapt activities, ensuring the environment remains interesting. As a result, children remain deeply engaged in play throughout their time at the setting.

Children start the day with a positive attitude to learning. Along with staff, they discuss the exciting activities they can explore, both indoors and in the secure outdoor play area. Staff use the setting mascot, 'Rainbow Bear', to explore the setting rules. Children confidently explain how adhering to them will keep everyone safe and happy. Children are learning to manage conflicts independently. Staff encourage the use of timers to monitor time spent during popular activities. These well-considered strategies support children to take turns and behave well while at their nursery and pre-school.

Leaders and staff demonstrate a thorough understanding of children's individual circumstances and early experiences. This enables them to plan exciting learning opportunities that children may not otherwise receive. For example, children develop close friendships with elderly residents of the local care home. Together, they enjoy craft activities, sing songs and share stories that promote children's engagement in their local community.

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

- Effective induction processes ensure that children settle well in the nursery and pre-school. Staff gather detailed information about children's routines from the start. They use this knowledge well when supporting children in their new environment. The same sharp focus is given to supporting children's transitions to school. Staff plan activities and establish routines that mirror those that children will experience in their new settings. As a result, children are well prepared for their next stage of learning.
- Leaders and staff work hard to establish strong relationships with other professionals. They regularly seek advice and gather ideas to meet the specific needs of all children who attend. For example, all staff have recently undertaken extensive Makaton training to enhance their teaching and children's communication skills. Relationships with other settings children attend are particularly strong. A robust, collaborative approach to children's learning supports them to settle well in their learning environments and make good progress.
- Developing children's communication and language skills is well considered across all areas of the setting. Staff role model new vocabulary during the

exciting activities they create. For example, children explore the 'cloudy' and 'transparent' potions in a science activity. Children engage in regular group sessions, where they have the opportunity to express their feelings and ideas. However, at times household tasks take priority and children miss out on learning-rich interactions with staff.

- Engagement with parents is strong. Staff provide families with learning packs that focus on promoting the development of individual children. This allows parents to support children's learning at home and develop a deep insight into their development. Parents are complimentary about staff and the care they provide. They comment on the exciting learning experiences children engage in daily and how they thoroughly enjoy their time at the setting.
- Staff sequence children's learning well, planning activities that build on children's interests and knowledge. For example, children are excited about making their own pizzas in a future session. In preparation, staff encourage them to explore the fragrances of the herbs they will use. They practise their chopping skills on soft fruit prior to cutting the firmer vegetables that will go on top of their pizzas.
- The dedicated leaders are committed to supporting staff development and well-being. Staff have access to numerous online and face-to-face training opportunities. Daily meetings and an open-door policy allow staff to discuss their needs and concerns. As a result, morale is high, and staff feel well supported.

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:

- ensure daily tasks do not get in the way of providing children with consistently rich interactions and outstanding learning opportunities.

Setting details

Unique reference number	2694845
Local authority	Hertfordshire
Inspection number	10363689
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	25
Name of registered person	Attimore Barn Nursery & Pre-School Ltd
Registered person unique reference number	2694844
Telephone number	07766407317
Date of previous inspection	Not applicable

Information about this early years setting

Attimore Barn Nursery & Pre-School Ltd registered in 2022. It employs five members of childcare staff, three of whom hold early years qualifications at level 3. The setting operates from Monday to Friday, during term time only. Sessions are from 9.15am to 12.15pm with a lunch club running from 12.15pm to 1.15pm. The setting provides 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 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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