

# Inspection of Bayford Pre School

Bayford Village Hall, Ashendene Road, Bayford, HERTFORD SG13 8PX

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Inspection date: 15 September 2025

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<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children thrive in this highly responsive and nurturing pre-school. Staff deliver a highly ambitious curriculum that is tailored to the precise needs of children and acknowledges their unique learning styles. Staff work collaboratively together to provide an environment that sparks children's curiosity and motivates them to explore and learn. Staff provide a wealth of rich experiences. Children are encouraged to explore emotions through puppets. They link colours to feelings, such as anger and sadness, and discuss scenarios from their own experiences. They express themselves confidently, promoting self-awareness and understanding of feelings. Staff's sensitive support helps to develop resilient children who are prepared to manage and regulate different emotions in their lives.

Staff promote children's behaviour exceptionally well. They act as positive role models and reinforce the pre-school's values, which help children to be kind and considerate to their friends. Children's voices are clearly valued and respected throughout the pre-school. Staff promote democracy as they encourage children to choose songs at group time. 'Show and tell' sessions provide opportunity for children to share achievements and celebrate success. Staff embed cultural understanding for children. They learn about diverse festivals, explore different abilities through role play and small-world activities, and involve families to bring authentic experiences into the setting. Children develop empathy, social awareness and respect for diversity through these purposeful experiences.

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

- Leaders show an inspiring ambition for children to have the very best outcomes. They work in close partnership with the committee, creating a strong and supportive structure that drives continuous improvement across the pre-school. Staff receive highly targeted training and support to ensure that they are exceptionally well equipped to meet the needs of children. Staff feel valued and well supported.
- Staff use continuous observations to understand what children know and what they need to learn next. Through exceptionally high-quality interactions, children are consistently supported, enabling them to reach their highest potential across all areas of learning. Staff implement interventions promptly and monitor progress carefully, ensuring that children with special educational needs and/or disabilities thrive alongside their peers.
- Staff embed language and literacy across the pre-school. They use storybooks to extend knowledge and spark curiosity, as children learn to use them to find out new information. Children show a genuine enthusiasm for shared reading as staff share stories about zoo animals. Children learn that giraffes have long necks and identify what a rhinoceros looks like. Staff skilfully support children to

learn letters as they are tasked with bringing in items from home that begin with the letter 'b'. Children proudly show their items, such as 'bunnies' and 'books', helping them to recognise the sounds of letters.

- Staff manage routines and transitions seamlessly, ensuring that children feel secure and included. They use all aspects of routines as valuable learning opportunities, which keeps learning flowing. For example, during self-care routines, even the youngest children are encouraged to wipe their own nose, and children learn to dress themselves independently. Staff provide support only when necessary and offer an abundance of praise to reinforce children's confidence and self-esteem. These opportunities allow children to develop essential life skills, ensuring that they are extremely well prepared for the next stage of education.
- Mathematical concepts are embedded securely in play and adult-led activities. During construction in the outdoor area, children build bridges and towers, using different-sized bricks and plastic hammers. Staff use effective narration to introduce mathematical language, such as 'small' and 'large' bricks, and discuss measurement, balance and height. Children count, compare and predict outcomes, showing excellent problem-solving skills.
- Staff provide enriched experiences for children to develop an understanding of the world around them. They visit the local duck pond and enjoy visits from police officers and firefighters, helping them to understand people who help them in the community.
- Parents speak extremely highly of the pre-school and value the strong, trusting relationships they build with staff. They are fully involved with the pre-school, attending events such as Christmas plays and graduation parties. Staff provide regular parents' meetings to ensure that families are fully informed about their child's progress and achievements. Initiatives, such as sending 'Tommy Bear' home, encourage parental engagement and strengthens the link between home and pre-school.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

<b>Unique reference number</b>	EY431022
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10399101
<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>	2 to 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Bayford Pre-School
<b>Registered person unique reference number</b>	RP531133
<b>Telephone number</b>	01992511474
<b>Date of previous inspection</b>	20 November 2019

## Information about this early years setting

Bayford Pre School registered in 2011. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The manager holds early years professional status. The pre-school opens from Monday to Friday, 9am to 3pm, during term time only. The pre-school provides funded early education for eligible children.

## Information about this inspection

### Inspector

Emily Woodhead

## Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- The inspector and the manager carried out a joint observation of an activity.
- The inspector talked to practitioners at appropriate times during the inspection and took account of their views.
- The children communicated with the inspector during the inspection. The inspector spoke with parents and carers during the inspection and took account of written views.
- The inspector looked at relevant documentation, such as evidence of the suitability of the practitioners working in the pre-school and a selection of other records.

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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