

Inspection of Early Birds, Night Owls & Little Ladybirds Pre-School

St. Josephs Catholic Primary School, Great Hadham Road, Bishop's Stortford CM23 2NL

Inspection date:

23 May 2025

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 enter the setting extremely confident and self-assured, having developed strong trusting bonds with the staff. Children have a natural desire to learn from the moment they enter the setting. Staff plan an excellent range of learning experiences for children to choose from and which are designed to ignite and enhance their interests. For example, children expertly construct masterpieces in the building area, reconfiguring them until they are exactly right.

Staff have an expert knowledge of their key children. They design a purposeful curriculum based on children's interests and emerging curiosity. Children work in teams, acting out the 'Going on a Bear Hunt' story. They become hunters and explorers in the garden, seeking out bears. They work together to build cars with tyres and crates, using their physical skills. Staff model language at every opportunity, which means children have exceptional language skills. Children say, 'Wait for me', as they run to join in games with their friends.

Children's behaviour is exceptional. Staff skilfully teach children how to express their emotions and feelings. Children have safe spaces where they can seek comfort when needed. They use storytelling to explore their thoughts and imagination. Staff use expert skills to draw out children's ideas, thoughts and creative skills. As a result, children are very independent and resilient. Additionally, children build respectful, lasting relationships with their peers.

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

- Inspirational leaders design a superb curriculum that staff expertly deliver in the setting. Staff have incredibly high expectations of children who consistently reach their full potential. Children have real-life experiences, such as using real hairdryers, to become hair stylists. They understand how to care for baby dolls, wrapping them securely before putting them to bed. Children learn positional language such as first and last. They explore volume when filling and pouring sand and water during their play.
- Teaching is outstanding. Staff expertly model and guide children's learning, using provocations to ignite children's interests. They wait for children to invite them into their play. Additionally, they use these opportunities to extend children's learning. Children find torches in the cosy corner and discuss how it is 'dark' and that the 'electricity has gone off'. They use descriptive language during role play, saying, 'I am a black bear' and 'I am scary' when questioned by staff.
- Children are exceptionally confident due to expert guidance from staff. They can self-serve their food and use knives and forks to eat. Children share, help each other and discuss their healthy food choices with staff. They have excellent manners, saying, 'May I have some water, please'. They count out and name

items of food as they place them on their plates.

- Staff work efficiently with parents and other professionals to support children. They implement effective support plans and use funding to improve outcomes for children. As a result, children, including those with special educational needs and/or disabilities, make significant progress in their learning and development.
- Staff skilfully teach children about diversity through stories, books and activities. Children compare similarities during nature play. For example, children explore the colours of flower petals when scooping them out of water bowls. They mix paint and describe the changing colours and how some are the same and some are different.
- Transition arrangements are highly effective. Children adjust extremely well and settle in quickly having met staff on home visits. Children are well prepared and ready for school because staff help them to develop their independence from an early age.
- Parents speak very highly about the setting. They attribute their children's high achievements to the passionate and dedicated staff. Parents are consistently updated on their children's progress, helping them to support their children's learning at home. They describe the setting as 'a place where children's dreams come true'.
- Staff well-being and training are given the highest priority by leaders. Staff feel valued and supported within their roles, and are motivated to deliver high-quality provision. All staff use Makaton to support children's language and communication skills. As a result, children, especially those who speak English as an additional language, make exceptional progress in all areas of their development.

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	2710027
Local authority	Hertfordshire
Inspection number	10380778
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 11
Total number of places	80
Number of children on roll	134
Name of registered person	Early Bird and Night Owl Childcare Ltd
Registered person unique reference number	2710029
Telephone number	01279 771367
Date of previous inspection	Not applicable

Information about this early years setting

Early Birds, Night Owls and Little Ladybirds Pre-School registered in 2022. It is one of seven settings run by the provider. The setting employs 15 staff. Of these, eight hold appropriate early years qualifications at level 3 or above. The setting is open Monday to Friday, throughout the year. Sessions are from 7.30am to 6.30pm. The setting provides government funded early years education for all eligible children.

Information about this inspection

Inspector

Linda Cranny

Inspection activities

- Leaders and managers discussed the intent of their curriculum during a learning walk with the inspector.
- The inspector spent time observing the quality of education and teaching, indoors and outdoors, and assessed the impact on children's development and learning.
- The inspectors talked to staff at appropriate times during the inspection.
- Leaders shared documentation, including evidence of staff suitability and training certificates, with the inspector.
- The inspector talked to several parents during the inspection and took account of their views.
- The manager carried out a joint observation of a group activity with the inspector.

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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