

# Hickling Pre-School

Hickling Village Hall, Main Street, Hickling, Melton Mowbray,  
Leicestershire LE14 3AQ



<b>Inspection date</b>	14 February 2019
Previous inspection date	24 November 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- This is a strong provision with some excellent aspects. Partnerships with parents are extremely good and there is a very well-established two-way flow of information being used. Staff keep parents well informed about how their children are developing and give them ideas about how to support their child's learning at home.
- The manager is very experienced and qualified. She works closely with the staff team. Supervisory meetings and a commitment to continued professional development help staff to maintain good-quality teaching skills.
- Staff have good understanding of the importance of observations and assessments. Their assessment of children's development is detailed and ongoing. Staff know the children well and the areas of development they are focusing on with each child. Children make consistently good progress in their development.
- Children have formed secure attachments to all staff. This is because staff are warm, caring and affectionate with them. Children explore their environment with enthusiasm, curiosity and confidence.
- Staff provide children with opportunities to be independent and to make their own choices. They put their own coats on, wash their hands and cut up their own fruit at snack time. This helps to boost children's self-esteem as they talk about being 'grown up' and relish the opportunity to be responsible for tasks.
- Staff form positive relationships with teachers from their local school to help children's transition to that school. However, they have not considered the importance of forming similar relationships with all schools that children will move on to.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- develop partnerships with all schools that children will move on to, in order to improve children's transition to school.

### Inspection activities

- The inspector completed a tour of the premises.
- The inspector completed a joint evaluation observation of an activity with the pre-school manager.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning. She discussed with staff how they track the progress that children make.
- The inspector had discussions with the chair of committee and management. She discussed their methods of self-evaluation and sampled documents, including the suitability of staff and committee members.
- The inspector gained the views of parents spoken to on the day of inspection.

**Inspector**  
Carly Polak

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have secure knowledge of safeguarding procedures to follow to help protect children's safety and welfare. Staff know the signs and symptoms of abuse and neglect, and are aware of the agencies to contact should they need to make a referral. The manager works closely with the chair of the committee to ensure all staff and committee members are suitable to work with children. Together they implement robust policies and procedures that help to underpin the good-quality practice already in place. Staff are involved in the evaluation of practice and are encouraged to discuss areas for development openly and honestly. Parents' comments are also gathered and valued. The manager monitors closely how well children are achieving in their learning. This helps her to identify any concerns in children's learning and ensure effective planning is implemented to close any gaps.

### Quality of teaching, learning and assessment is good

Staff provide a good mix of child-initiated and adult-led activities. They keep a close check on children's progress and plan carefully to support their next steps in learning. Children's communication, language and literacy development are supported well. Children write their own names in the self-registration book and create shopping lists for their weekly 'bake-off' session. Staff are particularly skilled at reading stories. They involve children by asking questions, using props and getting the children fully involved. Children are intrigued and engrossed with the story. They demonstrate good listening and attention skills.

### Personal development, behaviour and welfare are good

Staff establish good relationships with all children and their families. The key-person system is well established, and children settle quickly into the setting. Staff use their knowledge and connections with the local village well to help children learn all about their local community. Children relish learning outdoors and enjoy a walk around the village. They pick apples from a neighbour's orchard and save their snack time rubbish, such as apple peel, for composting. Children start to develop a good understanding of nature through these first-hand experiences. Staff are good role models and help children to behave exceptionally well. They provide children with clear and consistent messages about how to play safely together. Children follow guidance from staff and adhere to safety boundaries to help them stay safe when walking around the local community. They know to remain close to an adult and how to cross a road safely.

### Outcomes for children are good

Children benefit from a wealth of opportunities that support their all-round development. They make consistently good progress from their starting points. Children socialise well, working cooperatively together through practical activities. Older children are good role models. They are kind and considerate and help younger children to join in confidently with their play. Early mathematical skills are taught well. Children learn about shapes, sizes and colours as they play with the parachute. Children acquire a range of skills in readiness for their move on to school.

## Setting details

<b>Unique reference number</b>	253426
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10065277
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Hickling Pre-School Committee
<b>Registered person unique reference number</b>	RP522095
<b>Date of previous inspection</b>	24 November 2015
<b>Telephone number</b>	07788932829

Hickling Pre-School registered in 1967. The pre-school employs five members of childcare staff, four of whom hold appropriate early years qualifications at level 3. The pre-school opens from 9am to 3pm, Monday to Friday, during term time only. It provides funded early education for two-, three- and four-year-old children.

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