

Inspection of Hemingford Grey Preschool

Hemingford Grey Primary School, St. Ives Road, Hemingford Grey, Huntingdon,
Cambridgeshire PE28 9DU

Inspection date: 14 November 2019

Overall effectiveness	Inadequate
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is inadequate

The manager and staff with responsibility for child protection have not followed the appropriate procedures for reporting concerns about children in their care swiftly enough. This compromises children's safety and welfare. Staff have not completed the required progress check between the ages of two and three years for some children who attend the setting. A summary of progress in the prime areas of learning is not completed and shared with parents during this time.

Children thoroughly enjoy their time in the setting. They arrive happy and settle very quickly on arrival. The range of fun and interesting play experiences provided helps children to feel motivated in their learning. Staff know the children well. They plan effectively around children's interests. For example, they provide pushchairs, dolls and a bathing activity for children who are currently interested in babies.

Children are confident and manage their feelings well. They are proactive at managing any small conflicts themselves and fully understand the behavioural rules and routines of the setting. Children use a sand timer independently to share resources and take turns effectively with their friends. They receive lots of praise and encouragement for their actions and achievements, which contributes to the high levels of confidence and self-esteem that children display.

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

- The manager has failed to follow the correct procedures to keep children safe when concerns are raised about their welfare. She is not proactive and decisive enough in her actions to report concerns to the appropriate authorities in a timely manner. This potentially puts children at risk of further harm.
- Staff do not complete a two-year progress check on all the children between the ages of two and three years, particularly those who have their third birthday within a few months of starting. A baseline check list is completed to establish starting points for learning. However, a short summary of their progress in the prime areas is not completed by the time they are three years old and shared with parents so that any delay in learning can be quickly identified and addressed.
- Children form strong friendships with each other. They play harmoniously during activities and extend and encourage each other's learning. For example, children draw pictures together on a large piece of paper on the floor. They talk confidently about their pictures, describing to their friends who or what they have drawn. This leads to meaningful conversations about their home life and family members.
- Staff support children's language and communication skills effectively. They read books to children frequently. Staff extend learning by adding props to the stories

to bring it to life. They provide bilingual books to help support children who speak English as an additional language to see and hear their home language in the setting. Children use their thinking skills to solve problems. For example, they work out what they can do when a compact disc 'jumps' in the player.

- Children are independent. They make choices about where they would like to play. Children manage their self-care skills. They dress themselves for outdoor play. At snack time, children pour their own drinks and peel bananas.
- Effective partnerships are in place with the local primary school and others that children are due to attend. This helps to ensure that children are fully supported as they prepare for the next stage in their learning, such as moving into the Reception class.
- Parents speak highly of the setting and the staff. They are very positive about a new online system used for sharing information about their child. Parents are involved in their children's learning. For example, children take library books home to read with their parents.
- Staff's practice is regularly monitored, and they meet regularly with the manager to discuss their key children and their own well-being. Staff embrace training opportunities that help them to continually enhance their practice and ensure teaching skills remain at a high level.

Safeguarding

The arrangements for safeguarding are not effective.

The manager has not assured that children's welfare has always been prioritised. Failure to report concerns to the appropriate authorities about children in a timely manner potentially puts children at significant risk of harm. However, staff understand the signs and symptoms of abuse and know the procedures to share their concerns with the designated people for child protection within the setting. Recruitment procedures are robust and staff's suitability is verified and checked on an ongoing basis. The premises are safe and secure, and children are always supervised as they play.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
make sure all staff are trained to understand the safeguarding policy and procedures and how to respond to possible abuse or neglect in a timely and appropriate way	20/12/2019

<p>ensure the required progress check for all children between the ages of two and three years is completed, and a copy of the written summary is shared with parents.</p>	<p>20/12/2019</p>
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Setting details

Unique reference number	221857
Local authority	Cambridgeshire
Inspection number	10113211
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 5
Total number of places	42
Number of children on roll	58
Name of registered person	Hemingford Grey Playgroup
Registered person unique reference number	RP517181
Telephone number	01480 497243
Date of previous inspection	1 March 2016

Information about this early years setting

Hemingford Grey Preschool registered in 1993 and is located in Hemingford Grey, Cambridgeshire. The setting operates Monday to Friday during term time only. Sessions are from 9am until 3pm. Provision for children before and after school operates from 8am to 9am and from 3pm to 5.30pm. The setting currently employs nine members of staff, seven of whom hold appropriate early years qualifications at level 3 or above. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Carly Mooney

Inspection activities

- The inspector looked around the setting with the manager to find out about how the different areas are used and the children who attend.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was completed and evaluated with the manager.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation, including evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents to gain their views.

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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