

# Inspection of Hardwick Pre-School

Limes Road, Hardwick, Cambridge CB23 7RE

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Inspection date:

11 March 2020

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

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

### **The provision is outstanding**

Children thrive and thoroughly enjoy themselves. They beam broadly as they successfully make mud castles and eagerly show staff their achievements. Children build very strong bonds with staff and show that they feel extremely safe and secure. They are confident, highly motivated learners who show deep levels of engagement as they play and explore.

Children are exceptionally well settled and benefit from the familiarity of the pre-school routine. Children warmly welcome new children to the pre-school. They confidently help them to adjust to lunchtime routines and naturally include them in play. The calm hum of activity and cooperation reflects children's incredible levels of self-control and excellent behaviour. Children's actions and demeanour demonstrate how efficiently the pre-school's rules and behaviour expectations are embedded and naturally followed.

Children gain the skills and attitudes they need to support the move to school and life in modern Britain. They show high levels of independence and motivation to do things themselves. Children are confident communicators who develop a wide vocabulary. They show high levels of attention as they listen to stories during group activities. Children make links to stories they know and show that their learning is remembered. For instance, children identify simple shapes, such as a rectangle, and confidently identify everyday objects that are rectangular in shape. They also remember the rectangle shape in context of the story that was the focus for last week.

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

- Leaders have a clear and precise vision for children to reach their potential and to make the most of the opportunities ahead when they start school. They provide a broad curriculum that inspires children to be creative, imaginative and inquisitive.
- Leaders and staff are highly reflective of their practice and continually strive to improve. For instance, they are developing a lending library for children to take books home to share with parents to further support children's strong interest in stories and reading. Staff state that they are very well supported in their professional development and well-being. They work together as a highly effective team.
- Parents give staff high praise. They state that they are very well informed about their children's day and how to support their children's ongoing learning at home. They know precisely what their children need to learn next. Staff provide parents with regular opportunities to discuss their children's progress as well as promote meetings for parents to socialise and develop a pre-school community.

- Staff know children incredibly well. They gather precise and detailed information from parents that helps to establish children's starting points and interests. Staff plan meaningful learning experiences that build on children's interests and knowledge. For instance, staff build on children's awe and wonder when they see a double rainbow in the sky to extend their knowledge of weather. Children learn about mixing colours as they create rainbows and conduct scientific experiments to explore how rain is formed.
- Children listen intently to what staff say. They hear richly varied language throughout the day. Children remember that they must drink lots of water on hot days to keep hydrated and wonder how plants eat and drink. Staff give clear and interesting explanations about how the roots act 'like straws that suck up water and nutrients from the soil'. Children talk about why water does not stay in the flowerpots but 'trickles through the holes'.
- Staff create an extremely positive atmosphere where equality, respect and kindness are prioritised. They act as exceptional role models for children, using courteous language and speaking in soft tones. This contributes to the harmonious and nurturing environment where children learn about their similarities and differences. Children learn about local and wider communities. For instance, they taste traditional foods and explore Chinese writing as part of learning about Chinese New Year celebrations. Building on children's interest in animals, staff arrange for police dog handlers to visit. They show children how their dogs work to keep everyone safe.
- Children learn how to recognise and express their feelings. Staff encourage children to use words to tell their friends to stop doing things they do not like. This also builds on children's knowledge of how to keep themselves safe. Children take measured risks as they balance on stepping logs. They consider the safety of others as they ride tricycles and scooters outside. Children thoroughly enjoy taking turns and weaving around their friends as they sing traditional songs such as 'In and Out the Dusty Bluebells'.

## Safeguarding

The arrangements for safeguarding are effective.

The manager is highly knowledgeable and experienced about safeguarding matters. She ensures that all staff and committee members receive regular safeguarding training and updates. The manager follows robust recruitment procedures that help to assure the suitability of staff and committee members. Staff confidently fulfil their role to protect children from harm. They know the possible indicators that a child is being abused. They know what to do should they have any concerns about a child's welfare. Staff demonstrate an expert knowledge of wider safeguarding issues, such as the risks to children of being exposed to extremist views or behaviours.

## Setting details

<b>Unique reference number</b>	221797
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10113208
<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 at time of inspection</b>	3 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Hardwick Pre-School
<b>Registered person unique reference number</b>	RP517177
<b>Telephone number</b>	01954 212823
<b>Date of previous inspection</b>	6 July 2015

## Information about this early years setting

Hardwick Pre-School registered in 1992 and is run by a voluntary committee. The committee employs five members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above. The manager holds appropriate early years qualifications at level 6. The pre-school opens from Monday to Friday during school term time only. Sessions are from 9.15am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Gail Warnes

## Inspection activities

- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of Coronavirus by the setting. This has included the effect these measures have had on the current attendance of the children and staffing arrangements.
- The inspector had a tour of the premises with the manager and discussed how the curriculum is organised.
- The inspector spoke with staff and children at appropriate times during the inspection.
- A joint observation was evaluated with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of committee members and of the staff working in the pre-school.
- A number of parents spoke to the inspector or provided written feedback, and their views were taken into account.

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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