

Inspection of Heddington Preschool

Church Road, Heddington, Calne, Wiltshire SN11 0PJ

Inspection date: 23 March 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time at this pre-school. They form close bonds with their special key person and the other adults who care for them. They feel happy and secure and settle in quickly. Children are busy playing throughout the day with a wide range of interesting resources that they can move and use in diverse ways. Staff encourage them to follow their own interests and this inspires them to be curious and to think creatively. Many relish being able to play outside for much of the day in the well-resourced outdoor play areas. For example, younger children are engrossed in rolling stones down guttering and show delight in discovering that smaller stones bounce down the pipe.

Children make friends and play together well. For example, they busily work together to collect water from the butt to fill a pan. They talk excitedly about whether the pan is too small and hunt for a bigger container. Children behave very well. They know they must follow adult's instructions to keep safe, for example, when they are cooking on a campfire.

During the COVID-19 pandemic, children socialised less. This has resulted in some children having difficulty in playing with others. To help them develop essential social skills, staff spend more time playing alongside children, role modelling how to join in with play.

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

- The manager designs a rich curriculum to give all children the skills and knowledge they need to succeed in life. Children are enthusiastic, eager learners who are curious about the world around them. They are confident, independent and express their ideas with increasing fluency. They make good progress in their development.
- Staff provide exceptionally good support for children with special educational needs and/or disabilities. They work closely with parents and other professionals involved in children's care. Staff attend training to help them meet the specific needs of children. For example, they learn basic signing to help support children who have difficulty communicating. Parents comment on how staff 'care deeply' about their children and celebrate every achievement they make.
- Children learn a great deal about the natural world. They dress appropriately so they can play outside comfortably in all weathers. They dig borders enthusiastically, ready to sow and tend flowers, fruit and vegetable plants. They hunt for bugs and call to friends with awe and excitement when they find a bee. They fetch a pen and laminated paper to record their finds. Children understand they must care for the environment and staff help them to take responsibility by recycling waste and making compost.

- The focus on outdoor learning means children are highly active, which promotes good health. Children grow in confidence and practise new skills. They progress from crawling up ramps, to scaling a low climbing wall and then to climbing trees and jumping off large tyres. They learn to recognise their own capabilities and to manage small risks without being overly fearful. They develop good strength and coordination. They skilfully and safely use real tools.
- Children enjoy being part of the village community. They have close links with the adjacent school and chat to the older children through the fence. They visit the church and make scarecrows for the village trail. They learn about the wider world too. For example, they raise money for charity and are establishing a link with a nursery in Kenya. They find out about and celebrate different festivals, such as the Chinese New Year. The children learn to appreciate people and ways of life that are different to their own.
- Staff supervise children effectively and support their learning both inside and outside. Staff interact well with children overall. They chat with children about what they are doing and support children's communication skills well. They give children freedom to develop their own ideas. However sometimes, especially outside, staff do not always challenge and extend children's learning, particularly in mathematics to ensure that they make even better progress in this area.
- The supportive committee collaborates closely with the manager to oversee the running of the pre-school and implement improvements. Staff benefit from regular supervision meetings. However, leaders do not always focus sufficiently on the impact of staff teaching on children's learning to help children make even more progress.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that she and her staff team complete regular safeguarding training so their knowledge is up to date. They routinely review their safeguarding policy so they have current guidance on how to recognise, record and report any concerns they may have about a child's welfare. They know children and families extremely well and have trusting relationships with them. This helps parents and children share concerns with staff at an early stage so they can offer support or signpost them to other organisations who can help. Parents comment on the caring support that staff have given them when they have been experiencing difficult circumstances.

What does the setting need to do to improve?

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

- ensure that leaders support staff to enhance their interactions with children to help all children make the progress they are capable of, especially in their

mathematical development.

Setting details

Unique reference number	EY478822
Local authority	Wiltshire
Inspection number	10126123
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	1 to 10
Total number of places	27
Number of children on roll	65
Name of registered person	Heddington Preschool CIO
Registered person unique reference number	RP901764
Telephone number	01380 859783
Date of previous inspection	13 July 2016

Information about this early years setting

The pre-school registered in 2014. It operates from premises adjacent to Heddington Church of England school. It is linked with Cherhill pre-school and managed by the same voluntary committee. Most of the staff work at both pre-schools. The committee employs 14 members of staff to work with the children. Of these, one holds a relevant qualification at level 4, eight staff hold relevant level 3 qualifications, three staff hold level 2 qualifications and two staff are working towards qualifications. The pre-school receives funding to provide free early education for some children aged two years and for three- and four-year-old children.

Information about this inspection

Inspector

Rachel Edwards

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and completed a joint observation of an activity with the manager.
- The manager and the inspector conducted a learning walk together to discuss the curriculum and how staff deliver this.
- The inspector observed the quality of teaching during activities indoors and outdoors and she assessed the impact this has on children's learning.
- The inspector held discussions with the manager and the chair of the committee. She looked at a sample of relevant documentation and reviewed evidence of the suitability of all persons working on the premises.

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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