

Inspection of Hemswell Cliff Pre School

Hemswell Cliff Primary School, Capper Avenue, Hemswell Cliff, Gainsborough,
Lincolnshire DN21 5XS

Inspection date: 16 May 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are keen to explore and investigate the exciting range of toys and resources when they arrive at the pre-school. They laugh with their friends when they move their bodies in different ways to action rhymes. Children show kindness to others and behave well. They serve their friends pieces of apple at snack time. Children are independent and show visitors how they can put their coats on by themselves.

Additional funding is used effectively to enable children to play and learn safely in all weathers. For example, all-weather outfits and boots have been purchased for children to wear when they choose to play outdoors in inclement weather. Children are creative in their play and show good imaginative skills. When they ride in toy cars, they tell visitors that they are going to the cafe for bread, butter and rice. Children pretend to make staff drinks and ice cream when they join their role-play experiences. Staff plan experiences to encourage children to solve problems. For example, when children look at toy animals that are frozen in ice, they tell staff that a pig is trapped. Staff reply, 'How can you get it out?' Children decide to use wooden hammers to chip away at the ice. They show a great sense of achievement when they release a toy animal. Children show a positive attitude to new experiences.

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

- The small team of staff work well together. They meet regularly to discuss their practice and well-being. The manager encourages staff to extend their professional development. Staff attend relevant training courses to help them to identify how to support children with special educational needs and/or disabilities. This helps staff to meet the individual needs of the children in their care. For example, staff say that the training helps to extend their knowledge of how to identify triggers to certain behaviours children present and to recognise when children need quieter times to relax.
- The manager and staff plan a broad and balanced range of activities and experiences to support children's learning. They provide opportunities for children to develop their counting skills. For example, at circle time, staff ask children to count the number of children present. When children play with toy trains, staff encourage them to identify how many wheels are on a train.
- Overall, staff support children's communication and language skills well. They repeat words that children say incorrectly. This enables children to hear the correct pronunciation of words. Staff ask children a good range of questions. This encourages them to develop their thinking skills. However, children who speak English as an additional language are not supported as effectively. Staff do not promote children's home language to help build their confidence with

their language development.

- The manager and staff reflect on their practice and the experiences children receive. Recent changes to group-time activities help children to learn skills for their move on to school. For example, children receive circular discs to sit on, to encourage them to sit still and listen.
- Staff support children to learn how to share. For example, when two children want to use the same hammer to smash ice, staff remind them to take turns. Children receive plenty of praise from staff for their achievements. This helps to raise their self-esteem.
- Staff encourage parents to provide healthy foods for children. They offer children healthy snacks and drinks, including fruit, toast, milk and water. However, staff do not make the most of opportunities to support children to understand the benefits of healthy food choices and how these link to a nutritious diet.
- The manager and staff support children to be emotionally ready for their move on to school. Teachers from the local feeder school are invited to visit the children in the pre-school. Staff take children to visit their new classroom. Children have opportunities to interact and get to know their new teacher and the school environment.
- Parents spoken to on the day of the inspection say that staff support them to continue their children's learning at home. For example, they are encouraged to sing nursery rhymes to help to develop their children's speaking skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager works closely with other agencies to promote children's safety. Staff know the signs of abuse. This includes how to identify if children are being drawn into extreme beliefs or behaviours. The manager and staff understand how to respond to and report any concerns regarding children's welfare, to promote their safety. Staff carry out daily risk assessments indoors and outdoors. This has helped to identify that some parts of the outdoor area are not safe for children to play. Because of this, this area has been cordoned off. This helps to keep children safe.

What does the setting need to do to improve?

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

- support staff to provide further opportunities for children who speak English as an additional language to build confidence with their language development
- improve staff's knowledge of how to support children to understand about healthy food choices and how these link to a nutritious diet.

Setting details

Unique reference number	2549809
Local authority	Lincolnshire
Inspection number	10215691
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	16
Number of children on roll	8
Name of registered person	Kendall, Helen Louise
Registered person unique reference number	RP514529
Telephone number	07394 629675
Date of previous inspection	Not applicable

Information about this early years setting

Hemswell Cliff Pre School registered in 2019 and is situated in the grounds of Hemswell Cliff Primary School, Gainsborough, Lincolnshire. The pre-school is independently run from the school site. The pre-school employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, two hold qualifications at level 3, and one holds a qualification at level 2. The pre-school opens on Monday, Wednesday and Friday during school term time. Sessions are from 9.30am until 2.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the pre-school.
- The manager and the inspector had a learning walk together of all areas of the pre-school. The manager discussed how she intends to implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.
- Parents shared their views of the pre-school 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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