

# Inspection of Hind Leys Pre-school and Natural Play Centre

Mobile No 2, Forest Street, Shepshed, Loughborough, Leicestershire LE12 9DB

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Inspection date: 7 July 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Inadequate

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

### **The provision is inadequate**

Leaders do not support children's safety and welfare effectively. They do not understand how to respond appropriately should an allegation of harm be made against a member of staff. The safeguarding policy does not explain the action that all staff should take in the event that an allegation is made. Leaders are not confident in their role in sharing information with other agencies and Ofsted should there be a concern about a staff member.

Staff provide a unique forest school experience for all ages of children. Children enthusiastically explore the natural environment and share books with each other as they sit in the shade of a tree. Children are confident communicators and enjoy taking on responsibilities, such as being 'helpers' for each session. Staff are ambitious for what children can achieve. They encourage children to talk about their feelings. Children demonstrate a high level of emotional maturity for their age. For example, one child comforted her friend by holding her face gently and encouraging her to talk about why she was worried.

Children behave very well. They are extremely kind to one another and show genuine care and affection towards staff. Children with special educational needs and/or disabilities are supported very effectively. For example, staff liaise with other professionals working with children and invite them into the setting to discuss children's learning and care needs. Staff provide excellent support for children's transition to school.

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

- Leaders are not fully confident in their knowledge of how to safeguard children. The setting's safeguarding policy is shared with staff to support their understanding of what action to take should they be worried about the behaviour of a colleague. However, leaders have failed to make sure that the safeguarding policy contains all relevant information needed. This means that children's safety, well-being and personal development cannot be assured as staff and leaders are not fully aware of their safeguarding responsibilities.
- Since the last inspection, leaders have taken prompt action to make sure that all those working with children are suitable to do so. When recruiting new staff to work at the setting, leaders ensure safer recruitment procedures are followed. Leaders have shared information with Ofsted about updates to members of the committee. They are now aware of the processes they must follow to keep children's personal information stored safely.
- Staff support children well to learn about their physical health and well-being. They plan exciting activities which allow children to consider their feelings and how these might be expressed. For example, children use an old-fashioned

camera to take photos of their friends. Children change their facial expressions to match feelings of anger, sadness or happiness. Younger children squeal with delight as they join in a familiar song about their emotions and enjoy learning about the 'colour monster' and his feelings.

- Staff working with older children demonstrate an excellent understanding of when to intervene in conversations with children while respecting children's individual views and opinions. At times, younger children are not as effectively supported. Staff working with younger children do not always act quickly enough to respond positively to children who are beginning to say recognisable words.
- Staff introduce activities that allow children to discover new experiences while building on what they know and can do. Children demonstrate excellent physical skills as they climb trees in the forest and work out how to climb down safely while supported by staff. Younger children pull themselves to a standing position and walk across small bridges as they gain physical confidence in the environment. On occasion, children playing alone are not encouraged to join in with other activities and to become more fully engaged in their learning.
- Children show that they understand the behaviour rules of the setting. They listen carefully and demonstrate their sense of belonging as they keenly show visitors around and explain the layout of the environment. An older child said that she enjoyed being at the setting so much as it was her 'best place'.
- Parents are extremely enthusiastic about the care and education that staff provide. Parents state that their children gain a hugely beneficial experience at the setting due to its forest school approach and the attention to detail that staff give when finding out about the children in their care.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not make sure that children are appropriately protected from harm. Their understanding about what to do if there is an allegation about a member of staff is poor. The safeguarding policy is not coherent. There is not a clear procedure that explains to staff the appropriate action to take should an allegation of harm be made against anyone caring for children at the setting. Staff do have a sound knowledge of what might concern them about a child. Staff and leaders are able to identify the correct steps to follow should they be worried that a child may be suffering from abuse or neglect. Staff are alert to the signs or symptoms of abuse and make sure that their safeguarding training is kept up to date.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
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ensure that the safeguarding policy and procedure makes clear what action to take should there be an allegation of harm made against a member of staff at the setting	05/09/2022
ensure that leaders understand the correct action to take should an allegation of harm be made against a member of staff at the setting.	05/09/2022

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

- improve staff's monitoring of children playing independently to make sure that all are fully engaged in activities
- build on the opportunities for communication and language development so that the youngest children have the same language-rich experiences as the older children.

## Setting details

<b>Unique reference number</b>	EY221912
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10236960
<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>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	68
<b>Number of children on roll</b>	126
<b>Name of registered person</b>	Hind Leys Pre-School Committee
<b>Registered person unique reference number</b>	RP911104
<b>Telephone number</b>	01509 508731
<b>Date of previous inspection</b>	14 March 2022

## Information about this early years setting

Hind Leys Pre-school and Natural Play Centre registered in 2002. It is situated in the grounds of Iveshead School, Shepshed, Loughborough, Leicestershire and is independently run from the school. The pre-school employs 17 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above and four hold qualified teacher status. The pre-school opens from Monday to Friday all year round. Sessions are from 8am until 5pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jude Simpson

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of an activity.
- The inspector spoke to several parents during the inspection and took account of their views and those expressed in written testimonies.

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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