

Inspection of Haxey Pre-School

Haxey Memorial Hall, High Street, Haxey, Doncaster, Lincolnshire DN9 2HH

Inspection date: 12 July 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 happy and safe in this inviting and stimulating setting. Children have made good attachments with staff, who know them very well. This results in children quickly settling in and becoming engaged in the wide range of resources and play activities that are available, both inside and outdoors. Children show a positive attitude to learning. They are provided with enjoyable and valuable play and learning experiences, which they can explore and investigate freely. For example, while outside, children get fresh air and learn about the world around them as they play in the large soil and mud area. Staff support children to make friendships as they help them to take turns and share the resources. Children develop mathematical skills as staff encourage them to count how many scoops of soil they need to make pretend pancakes. They are able to develop their physical skills as they carry the buckets and use their whole bodies to dig and push the soil.

Staff are enthusiastic and join in with children as they play. They help children extend their learning and have a strong focus on supporting them to develop their communication and language development. For example, staff talk about what children are doing, give children time to respond and ask appropriate questions. This also helps to extend children's critical-thinking and problem-solving skills.

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

- Staff know children very well, including those with special educational needs and/or disabilities (SEND). For example, staff have a good understanding of what each child can currently do well. They use observations and children's interests to help them to develop and embed their skills and knowledge further.
- Overall, the curriculum for children is ambitious and challenging. Children enjoy playing with the exciting activities on offer and are developing skills across all areas of their learning and development. However, some children do not fully benefit from planned group activities, as staff do not take account of children's varying abilities when delivering these experiences. For example, during calendar time, the activity is developmentally too advanced for younger children and children with SEND. This results in these children struggling to remain focused, as they begin to fidget and lose interest.
- Staff help children to develop their independence. For example, children are encouraged to put on their own shoes and to choose their own snacks and drinks. Staff are also good role models for children, encouraging them to be respectful to each other. For example, staff seek permission before applying sun cream and show children how to be kind and considerate to each other. As a result, children's behaviour is good and they are developing their self-esteem and confidence in social situations.
- Children are starting to learn about keeping themselves healthy and safe in

some areas. For example, when applying sun cream to children, staff explain how it helps to protect them from getting sunburned. This helps children to understand why sun safety is important. Children also learn about oral hygiene in a fun and relevant way. For example, children practise brushing and cleaning pretend teeth. Staff help them develop new language skills by introducing new words, such as 'germs', and they encourage children to listen closely and follow instructions. However, staff have not yet fully considered how they can support children's knowledge and skills around internet safety.

- Parents are very happy with the care and education their children receive and they speak highly of the setting and staff team. They feel welcomed and involved in their children's learning through discussions with staff at pick-up times and via the use of an online application. Parents enjoy attending the stay-and-play sessions the setting provides. They also report that they are pleased with the introduction of library visits, as children can choose from a wide selection of books to bring home.
- The leadership and management team works closely together and has a good understanding of its roles and responsibilities, including the committee members. Staff are valued and are acknowledged as a key strength by management. The manager supports staff with their professional development. She uses peer observations, regular supervisions and appraisals to help staff reflect on their practice in order to further improve.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the possible risks to children. They know the indicators of abuse and are aware of what to do if they have a concern about a child. Staff know about wider aspects of safeguarding, such as the 'Prevent' duty, breast ironing and female genital mutilation. The manager ensures staff have up-to-date and relevant training. For example, she is currently developing their knowledge regarding witchcraft as a form of abuse and the impact this has on safeguarding practice. Staff are also familiar with what to do if there is an allegation of abuse made against a staff member. Recruitment processes and checks are robust. Risk assessments are regularly carried out and appropriate measures are put in place to ensure children are safe at all times.

What does the setting need to do to improve?

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

- support all children to gain an effective understanding of when they may be at risk when using the internet and digital technology
- clarify how staff consistently take account of children's varying abilities during planned group-time activities so that all children are encouraged to remain

focused and to listen.

Setting details

Unique reference number	EY556557
Local authority	North Lincolnshire
Inspection number	10174838
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	2 to 4
Total number of places	29
Number of children on roll	27
Name of registered person	Haxey Pre-School CIO
Registered person unique reference number	RP556556
Telephone number	01427 754330
Date of previous inspection	Not applicable

Information about this early years setting

Haxey Pre-School re-registered in 2018 due to a change of legal entity and is located in Doncaster. The pre-school opens term time only, Monday to Friday, from 8am to 6pm. There is also a breakfast and after-school club operating for older children during term time. The pre-school employs seven members of staff, all of whom hold appropriate early years qualifications at level 3 or above.

Information about this inspection

Inspector

Jayne Ward

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 their evaluation of the provider.
- The manager and inspector completed a learning walk together to discuss their intentions regarding the curriculum and what they wanted the children to learn.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector spoke 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 special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents and a grandad shared their views of the setting with the inspector in person and via email.
- The inspector observed staff interactions with children during their play together and spoke to staff at appropriate times.
- A meeting was held with the manager and a nominated individual to discuss their leadership and management of the setting.
- The inspector reviewed documents that were relevant to the inspection.

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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