

Inspection of Hellingly Preschool

Hellingly Hall, North Street, Hellingly, Hailsham, Sussex BN27 4DS

Inspection date:

21 September 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this stimulating learning environment. They make excellent progress across all areas of learning and development. This is owed to the staff's commitment and dedication to supporting each individual child to achieve their full potential. Children show consistently high levels of concentration. For instance, they create using boxes, paints and craft materials. They remain focused and engaged in their play for extended periods of time as they squirt out their own paint and consider what materials they need to use to reach their desired outcome. Staff expertly support children during their play. They pose questions to test their thinking and knowledge. Staff value the importance of children expressing themselves creatively and understand how this benefits their learning.

Children's behaviour is exemplary. They work cooperatively with their peers and are kind and respectful to each other. They demonstrate a thorough understanding of the rules and boundaries within the setting. This leads to a calm and organised environment. Children are extremely confident. They form secure attachments to their key person, who knows them well. This supports children to settle into the environment very quickly and helps them to feel safe. Staff regularly tell children how 'proud' they are of them while showing them the 'proud' card. Children are overjoyed when they are shown the card, which positively builds their self-esteem. Children delight in immersing themselves into a range of sensory experiences, such as using stones to fill and empty diggers. They develop an understanding of cause and effect as they pour stones down pieces of guttering.

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

- Children with special educational needs and/or disabilities are supported exceptionally well. Staff create individualised plans and embed strategies to support children. Staff recognise the importance of differentiating the care and support provided to the youngest children and adapt their level of help to meet children's needs. Therefore, all children make excellent progress in their development.
- Staff expertly support children's communication and language skills. They swiftly identify children that may need additional support and seek external advice in a timely manner. Staff focus on extended children's language at every interaction. They commentate during children's play to provide a language-rich environment. In addition to verbal language, staff use visual cues to further enhance children's understanding. These are used consistently by all staff members and are very well received by children.
- Children's voices are actively listened to. Staff value children's input and seek out their views. For example, they ask children what activities they have enjoyed and what they would like to do next. Staff have developed creative ways to

share children's ideas. For instance, they have created a book of stories that children have written and involve the children in documenting their own learning in a large scrapbook. This is then revisited with the children so that they can recap their previous learning.

- Partnership with parents is a key strength. Parents report that their children 'race through the door each morning!' They speak highly of the communication that they receive from the staff. The manager goes above and beyond to include parents in children's learning. For instance, each day she shares the activities that are set up and the intended learning outcomes. This helps parents to know what children are learning and to further support them at home.
- The management team are exceptional. They are highly reflective and plan a programme of high quality professional development. This has a significantly positive impact on children's learning. Staff receive regular supervisions and are set precise targets to continuously improve their practice. They report that they are very well supported within their roles, and their passion and dedication is evident. The manager gives careful consideration when spending additional funding to ensure it has the most significant impact on the children.
- Children have unlimited opportunities to get fresh air and exercise. They delight in challenging themselves physically. For instance, they create obstacle courses that they use to balance and climb on. Staff teach children about online safety through discussion and the sharing of relevant books. They provide children with healthy snacks and use mealtimes as a great opportunity to discuss healthy eating.
- Children lead their play, with staff providing exciting activities spontaneously. This leads to children being highly motivated to participate. For example, children begin by playing with a pirate ship before deciding to construct their own ship out of different materials. They then create their own treasure maps and go on a pirate hunt. Staff respond intuitively and seize every opportunity to incorporate all areas of learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff deploy themselves well at all times to ensure excellent supervision of the children. They teach children how to keep themselves safe. For example, in the garden staff remind children of the rules when using the slide to prevent any accidents. Staff demonstrate outstanding knowledge and understanding of safeguarding. They are aware of what may indicate that a child is at risk of harm. Staff confidently explain what they would do if they had a concern about a child and know how to follow the local safeguarding partnership procedures. The manager ensures staff keep their knowledge up to date through regular training and updates during staff meetings and supervisions. She monitors the ongoing suitability of staff to ensure children's ongoing safety. Leaders and staff have an excellent knowledge and understanding of safeguarding. Staff are trained in paediatric first aid in order to respond appropriately to any accidents that occur.

Setting details

Unique reference number	2569169
Local authority	East Sussex
Inspection number	10239249
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 11
Total number of places	38
Number of children on roll	109
Name of registered person	Hellingly Preschool Limited
Registered person unique reference number	2569168
Telephone number	01323 573437
Date of previous inspection	Not applicable

Information about this early years setting

Hellingly Pre-School registered in 2020 and is situated in Hellingly, East Sussex. The pre-school employs 10 members of staff. Of these, seven hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, from 7.45am until 5pm, term time only. It also operates a before- and after-school club and holiday club. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jade Orosz

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 of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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