

Inspection of The Hendreds Preschool

Snells Hall, Church Street, East Hendred, Oxon OX12 8LA

Inspection date: 1 November 2022

Overall effectiveness	Inadequate
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Children's well-being, safety and good health are put at potential risk. On the day of the inspection, the leadership team had not ensured that there was a member of staff working with the children with a current and full paediatric first-aid certificate. Furthermore, it was identified that records of children's times of attendance were not maintained accurately. These are breaches of requirements.

Nevertheless, children are happy, curious and arrive with enthusiasm. They take part in the range of learning activities and experiences that support their interests and promote the areas of development. Children demonstrate that they are happy to come into the pre-school and leave their parents at the main door. Children behave well and display good levels of confidence. Children are active learners. They play cooperatively with each other and demonstrate that they are forming strong friendships from a young age. This was demonstrated at the inspection, when they played together, working out how to put the painted 'fire' out.

Staff provide a welcoming and stimulating environment to support children to develop an understanding of festivals and themes. For example, staff talk to the children about the significance of Diwali as they colour in pictures about the celebration. Staff have high expectations and, during play, they talk to children about what they know. For instance, as children create fireworks using paints and pipe cleaners, they talk to the children about bonfire night and what will happen. Creative activities are encouraged well by the staff. This in turn helps to support children with the hand-muscle skills that they need for developing early writing.

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

- The leadership team have failed to meet some of the legal requirements. They have not ensured there is a staff member always present who has completed paediatric first-aid training and holds a relevant certificate. On the day of the inspection, the leadership team believed that a staff member present had recently completed this training. However, the member of staff had not yet finished the training. The leadership team took steps to put this right during the inspection when it was identified. However, on previous occasions, they have operated the pre-school without any staff holding the required first-aid training. This puts children at significant risk should they have an accident or become unwell. In addition, staff fail to maintain an accurate record of children's attendance as required, which compromises their welfare.
- Staff have a clear ambition for what they want children to learn. All children are well supported, and the pre-school has good processes in place to help support and meet the needs of children who may be at risk of falling behind their peers. The special educational needs coordinator has strong awareness of her role to

support children. She understands the importance of working with outside agencies to get support for children as needed. This helps support children and prepares them for the next stage of their education.

- Staff engage purposefully with children and encourage them to talk and share their ideas. Children enjoy looking at books. They concentrate and listen with interest as staff read familiar stories. However, at times, some staff do not give children sufficient time to think and respond to questions they have asked, to help them develop their own ideas and solve problems.
- Children build meaningful friendships and enjoy each other's company. For example, they have fun together as they ride on the bikes in the garden, giving their friends a lift. Children are confident to do things for themselves and demonstrate good independence as they make choices about what they would like to do. Children receive praise and encouragement from the staff to reward them for their efforts.
- Children enjoy sociable mealtimes with their friends and staff. Staff support children to learn about healthy choices and lifestyles well, and children are encouraged to talk about foods that are good for them.
- Parents speak positively about the care and support their children receive. They comment that their children are happy and that they can see how they are progressing developmentally through an online app. However, feedback at the end of the session does not give parents enough information about how their child has been. Additionally, parents are not always kept up to date promptly about any changes in the pre-school.
- Appropriate staff ratios are in place, and staff are deployed sufficiently to meet the needs of all children, indoors and outdoors, to help promote their safety. Good procedures are in place for the recruitment of staff, and all new staff are offered suitable induction training. All staff comment that they are well supported. They say they benefit from reflection and planning discussions at the beginning and end of the day to help plan for the children's learning.

Safeguarding

The arrangements for safeguarding are not effective.

Children's safety is put at risk due to breaches in the requirements. Despite this, the leadership team ensures that the staff have regular safeguarding training. Staff have a good knowledge and understanding of their safeguarding roles and responsibilities. Staff, including the designated safeguarding officer, know the signs and indicators of abuse. They understand how to manage concerns should they arise. The ongoing suitability of all staff to work with children is regularly reviewed and checked.

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:

	Due date
ensure that a staff member who holds a paediatric first-aid certificate is on site at all times so that they are available to respond to emergencies quickly and paediatric first aid can be administered whenever needed	02/11/2022
maintain an accurate daily record of the names of the children being cared for on the premises and their hours of attendance.	16/11/2022

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

- enhance staff's modelling of language and questioning techniques, to further extend children's thinking and communication skills
- extend the information shared with parents further to help them know what their child has done during the day and to be aware of changes in pre-school.

Setting details

Unique reference number	EY493645
Local authority	Oxfordshire
Inspection number	10259491
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	30
Number of children on roll	13
Name of registered person	The Hendreds Preschool
Registered person unique reference number	RP905305
Telephone number	01235 831555
Date of previous inspection	9 November 2017

Information about this early years setting

The Hendreds Preschool registered in 2015 as a limited company. It is located in Snells Hall, in the village of East Hendred, near Wantage in Oxfordshire. The pre-school is open on weekdays, during school term times, from 9am until 3pm. It receives funding for the provision of free early education for children aged two, three and four years. The pre-school employs five staff, four of whom hold a relevant qualification at level 3.

Information about this inspection

Inspector

Tracy Bartholomew

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 inspection was carried out following the risk assessment process.
- The manager explained the nursery curriculum during a learning walk with the inspector.
- The manager and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- Children spoke to the inspector about the activities they took part in.
- A number of parents provided feedback about the nursery through discussions 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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