

Inspection of Hey Diddle Diddle Pre School Nursery

Chorley Village Hall, Shute Hill, Lichfield WS13 8DA

Inspection date: 11 November 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Staff extend children's interest as they emerge, and build children's individual learning goals into the activities or experiences they participate in. They prepare an engaging environment which excites and interests children. For example, children use the pipettes to suck up the different coloured liquids and then mix them together, to see what colours they can create. This helps to strengthen children's hand muscles in preparation for writing. Children learn about Remembrance Day and decorate their own cardboard poppy with leaves and real red petals. This, along with discussion, helps to strengthen children's learning.

Children enjoy playing in the field with the large parachute. They each hold onto the edge of the parachute and place some leaves on top of it. Children listen and follow directions as they move the parachute around, up and down. They lift the parachute as high as they can and giggle, as the leaves fall around them.

Staff provide the older children with daily group activities, which encourage them to increase their knowledge of colours, shapes, numbers, syllables and letters sounds. During such activities, children listen intently, answer questions and communicate freely about their home life. Children are cheerful, self-assured and behave well.

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

- The manager makes sure that staff receive regular individual support meetings. She discusses any concerns staff may have about their own key children. She makes sure that each member of staff's practice is monitored, and any training needs are identified and planned for. This helps to make sure that staff improve the knowledge and skills they need to teach children effectively.
- Staff regularly observe children in their play and make assessments of their learning. They use this information to challenge and extend children's knowledge and skills across all the areas of their learning. Staff skilfully identify and support children who need extra help to develop their speech. They use an early communication screening tool to identify delays in children's use of, and understanding of language, and to help them plan supportive interventions. However, on occasion, staff miss opportunities to engage less confident children in group singing activities.
- The special educational needs coordinator has a secure understanding of how to identify and support children with special educational needs and/or disabilities (SEND). She regularly liaises with the local authority advisers to co-ordinate additional support for children with SEND. All staff have completed SEND training. This helps to ensure that these children make the best possible progress. Staff encourage children to appreciate the diversity of people. They

provide a range of resources that introduce children to different cultures and languages.

- Staff encourage children to investigate and learn about the natural world. For example, children grow their own food, such as peppers, tomatoes and lettuce. Children watch as the plants grow and learn how to take care of them. They discover first-hand where food comes from. Children serve their own healthy snacks independently.
- Younger children have the opportunity to experience physical challenge and manage risks for themselves. For example, they climb over and manoeuvre the car tyres, and use low level balancing and climbing equipment. However, a small group of older, more able children, do not experience physical play that is challenging and tests their limits.
- Children's behaviour is managed very sensitively, and with a great emphasis on recognising effort as well as achievements. Additionally, staff use high-quality, positive role-modelling to encourage children's good behaviour. They provide a highly nurturing environment, which helps children to feel relaxed and safe, and to engage in new experiences.
- Staff get to know children and their families extremely well. Parents receive regular detailed information about their children's learning through parent meetings and daily chats. This helps parents to support and extend children's learning at home.
- The manager regularly seeks the views of parents, children and staff. She liaises with other early years providers and the local authority advisors. This, along with training, helps her to identify targets that provide a strong drive for improvement.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead has undertaken appropriate safeguarding training. She regularly reads the local authority safeguarding partnership's news and updates. The designated safeguarding lead makes sure that all staff have a good understanding of the possible signs of abuse, and a strong awareness of their responsibility to protect children from harm. She ensures that there are robust systems in place for the safe recruitment of staff and the ongoing monitoring of their suitability. The designated safeguarding lead ensures there are effective processes in place for dealing with accidents or incidents. Staff consistently supervise children to ensure their safety 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:

- enhance less confident children's enjoyment and involvement in group singing

activities

- enhance the already exciting outdoor physical opportunities available, so that the older, more able children experience an even higher level of physical challenge in their play.

Setting details

Unique reference number	EY490342
Local authority	Staffordshire
Inspection number	10236673
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 5
Total number of places	26
Number of children on roll	26
Name of registered person	Hey Diddle Diddle Group Ltd
Registered person unique reference number	RP903407
Telephone number	07790 296674
Date of previous inspection	8 March 2017

Information about this early years setting

Hey Diddle Diddle Pre School Nursery registered in 2015. It is one of two nurseries managed by Hey Diddle Diddle Group Ltd. The nursery employs six members of childcare staff. Of these, five hold appropriate qualifications at level 3. The nursery opens term time only. Sessions are from 9.15am until 3.15pm, except for Thursdays, when it operates from 9.15am until 12.15. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

Information about this inspection

Inspector
Linda Yates

Inspection activities

- This was the first routine inspection the nursery 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 her evaluation of the setting.
- The inspector and the manager completed a 'learning walk' across all the areas of the nursery to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector and the manager.
- The inspector held discussions with staff and evaluated how well they assess children's progress and plan for the next steps in their learning.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents and children spoken to on the day.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022