

Inspection of Hanbury's Farm Pre-School

Hanbury's Farm Primary School, Derwent, Tamworth, Staffordshire B77 2LD

Inspection date: 16 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy, settled and secure in the setting. They have clear, strong bonds with their teachers and are respectful of one another. Children are polite and kind to one another, apologising to each other without prompting and when required. Older children work together as a team, passing each other tubing and talking about how to connect them together. They share resources while making a 'bus', taking it in turns to use the steering wheel.

Children have vast opportunities to learn about a healthy lifestyle. They have access to fresh water and healthy snacks daily. Older children receive the opportunity to peel and chop vegetables they have never experienced before. They learn about where the foodstuffs have come from and where they were grown, before taking them home to cook and enjoy as soup. Toddlers measure and investigate different textures, such as flour and butter, when making their favourite book character a crumble. They mix all the ingredients together to take home and bake with their parents. Children are encouraged to try the new foods, including those with special educational needs and/or disabilities (SEND).

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

- Following recent changes in management and staff, the new team demonstrate a reflective and evaluative approach. For example, senior management and the newly appointed deputy work together to prioritise staff's well-being throughout staff changes. They recognise the extra support and training needed for a new team and have provided substantial training opportunities for staff, to help to raise the quality of education.
- Staff have a secure understanding of early childhood education and embed children's next steps into their everyday practice. Children benefit from meaningful learning. Despite the change in team, there is a secure key-person system in place to support children in their learning and to maintain relationships with parents. However, at times, staff do not share relevant information about key children. Newly appointed members of staff do not have a thorough understanding of their children's initial starting points and progression to support them as well as possible.
- Staff support children with SEND effectively. Children make substantial progress. Management ensures that children who need additional support and those with SEND are referred in a timely manner and receive the extra support they deserve. They also ensure that families are well supported in their journey, signposting them to courses in SEND to help their understanding and awareness.
- Children are generally engaged. With support from the staff, children follow their own interests, such as building a bus from piping in the garden or creating cloud

finders so they can sit and explore the different colours of the sky. However, the support from staff to help engage less-confident children is variable, and during some free play, children stand and watch their friends rather than joining in. This means that some children do not benefit from the meaningful learning taking place.

- Children learn about their own safety and are allowed to take age-appropriate risks. They use a variety of different tools, such as scissors to cut and spades in the garden. Children are supported in how to use them safely and learn how to keep others safe also. Staff provide parents with educational information on how to keep their children safe online and while using technology. Children learn about the dangers of talking to strangers.
- Partnerships with parents are good. Staff share information with parents about their children's development, verbally and electronically. Staff help to extend children's learning at home by sending resources that children can engage with their parents about. For example, toddlers measure ingredients to create a crumble for their favourite book character. They then take this home to bake and try with their parents. Parents state that their children love attending the nursery to see their teachers and always come out settled, happy and safe.

Safeguarding

The arrangements for safeguarding are effective.

There is an open safeguarding culture at this setting. Management and staff understand their responsibilities in keeping children safe. They are aware of signs that may indicate abuse and understand local procedures in place to report concerns about the welfare of children in their care. They recognise the importance of being vigilant to a range of child protection matters, such as radicalisation and female genital mutilation. All staff have safeguarding training and refreshers to ensure children's welfare is a top priority. Management practice safer recruitment techniques to help to ensure all new staff are vetted and suitably checked before starting.

What does the setting need to do to improve?

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

- strengthen the sharing of information between staff, to ensure newly appointed staff know their key children's development in greater detail, particularly with regard to children's initial starting points
- support children with less confidence further to help them have a more active part in group activities and promote high levels of engagement.

Setting details

Unique reference number	EY445030
Local authority	Staffordshire
Inspection number	10233815
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 4
Total number of places	56
Number of children on roll	44
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Telephone number	01827250025
Date of previous inspection	5 December 2016

Information about this early years setting

Hanbury's Farm Pre-school registered in 2013. The provider employs six members of childcare staff. Of these, five hold appropriate early years qualifications above level 2. The pre-school opens Monday to Friday, during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sophie Van Harten

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 management team and has taken that into account in their evaluation of the provider.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the deputy and operations manager 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 inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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