

Inspection of Hartest Pre-School

The Row, Hartest, BURY ST. EDMUNDS, Suffolk IP29 4DL

Inspection date: 30 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 thrive in this welcoming and nurturing environment. They develop strong bonds with the staff, who greet them with cuddles and smiles as they arrive. Children are eager to explore and investigate their surroundings. They watch with fascination as the 'moon' dough changes texture in their hands. Younger children squeal as they squeeze it through their fingers. They tell staff, 'it feels soft'. You can hear a buzz of excitement as children play alongside each other. They laugh and giggle as they paint the fence with water using different-sized rollers and paintbrushes.

Children learn from a broad curriculum that reflects their interests and builds upon what they know and can do. For example, children line up guttering and milk crates to make a bridge in the garden. They call out, 'be careful of the water', as they walk along the bridge. Staff support children to problem solve as they assemble soft bricks together. Children tell staff, 'we need a drill to fix them together'.

Children behave well. They develop friendships with their peers and enjoy each other's company. For example, they call out for their friends to chase them in the garden. Older children invite younger children into their play. Staff encourage children to use good manners throughout the day. As a result, children say 'please' and 'thank you' spontaneously.

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

- The special educational needs coordinator (SENCo) is effective in her role. Her support for children with special educational needs and/or disabilities (SEND) is a strength of the pre-school. The SENCo takes prompt action to address identified gaps in children's learning. She works very effectively with parents and external professionals. She uses her good knowledge of local referral procedures to access appropriate support for children. As a result, children make the best possible progress in their learning.
- Children are enthusiastic and active learners. They have lots of opportunities to play, indoors and outdoors. They learn about nature when exploring the garden, such as when they notice a spider's web. Children eagerly discuss with each other that spiders spin webs to catch flies and eat them. They use magnifying glasses to look for slugs and insects and excitedly tell visitors that slugs leave 'slime'. Staff encourage children to compare similarities between a spider and a fly. Children state that spiders do not have wings, so they cannot fly.
- Staff place a strong emphasis on developing children's speech and language skills. They provide a language-rich environment. Staff take every opportunity to chat to children. They narrate children's play and introduce new words to widen

their growing vocabulary, such as 'excavator' and 'mould'.

- Staff help children to develop their early mathematical skills. Children regularly use mathematical language in their play. For example, they count from one to 10, and beyond, as they count the plates and cups for snack. They talk about 'more' or 'less' when pouring their drinks. However, staff are not consistent in challenging children's mathematical learning to help them make the best possible progress.
- Staff promote children's early literacy skills, and children develop a love of books. Staff read stories with enthusiasm. They ask questions about the story to encourage the children to use their thinking skills. Children happily sit and share books with their friends. They proudly choose a book to take home from the lending library.
- Children develop very strong independence and self-help skills. Staff provide opportunities for them to prepare healthy snacks. Children pour their drinks and use knives and forks at lunchtime. Staff consistently praise children for their efforts and achievements. This promotes children's motivation, positive self-esteem and confidence in their abilities.
- Partnerships with parents are good. Parents speak highly about the quality of care and education their children receive. They comment on how happy their children are. Parents state they get regular feedback about their children's development and what they will be learning next. Parents describe staff as 'amazing'.
- The manager is passionate about providing high-quality care and education. She successfully leads a very dedicated staff team, who consistently state that they feel valued and well supported.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good safeguarding knowledge. They are aware of the signs and symptoms of abuse and potential risks to children. Staff are confident in the steps they would take if they were concerned about a child. The manager has robust safeguarding procedures in place. Staff understand their responsibility to protect children from harm and are aware of wider safeguarding concerns, including 'Prevent' duty and female genital mutilation. The manager and staff know the correct procedures to follow if they are concerned about the suitability of a colleague.

What does the setting need to do to improve?

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

- support staff to be consistent with challenging children in mathematics so they make the best possible progress.

Setting details

Unique reference number	EY362565
Local authority	Suffolk
Inspection number	10263102
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	3 to 4
Total number of places	24
Number of children on roll	25
Name of registered person	Hartest Pre-School Group Committee
Registered person unique reference number	RP523440
Telephone number	01284 830860
Date of previous inspection	20 April 2017

Information about this early years setting

Hartest Pre-School registered in 2007. It is managed by a voluntary committee. The pre-school employs four members of childcare staff. Of these, three hold an appropriate early years qualification at level 3 and above. The pre-school opens from 8.30am until 3.30pm, Monday to Friday, during school term time. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Diane Middleton

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 pre-school.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The provider joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the pre-school with the inspector.
- The provider showed the inspector documentation to demonstrate the suitability of staff.

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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