

# Inspection of Hope Pre-School Ltd

Loxley Hall, Market Place, Hope, HOPE VALLEY, Derbyshire S33 6RH

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Inspection date:

27 February 2023

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## **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

Leaders and managers ensure that childcare staff complete safeguarding training and understand child protection procedures. However, they do not ensure that longstanding volunteers who work with the children regularly have a secure understanding of the indicators of abuse or the 'Prevent' duty guidance. In addition, the leaders and managers do not have a process to ensure that staff are able to monitor any potential issues of concern in a child's life. This potentially compromises children's overall safety.

That said, children thoroughly enjoy their time at this welcoming pre-school. All children happily leave their parents at the door, where they eagerly ask staff what activities are available for them to play with. Children are learning to be independent. For example, at snack time, children wash their hands, fetch their cups and pour their own drinks. Staff talk to children about the shape of apples and introduce words such as 'orb' and 'sphere.' Children suggest they could all count the pieces of banana on the plate. Staff notice the children's interest and extend this by cutting the apple into quarters for the children to count. Children learn that four quarters make one apple. These activities help to support children's growing mathematical knowledge.

Children behave well and are polite and courteous to others. For instance, older children readily invite younger children into their play. Children use their manners and exclaim, 'excuse me', when they need to get past someone. Staff swiftly intervene when they notice children starting to play in an unsafe manner. For example, they ask children to stop and think about what may happen. Children carefully consider this and suggest that someone could trip and get hurt. This helps children learn how to play safely.

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

- Leaders and managers do not ensure that the pre-school's safeguarding procedures are robust. For example, processes are not in place for identifying patterns of existing injuries to help staff recognise any potential issues of concern. This may result in possible delays before action is taken to protect a child.
- Leaders and managers do not ensure that volunteers, who work in the setting regularly, have a clear understanding of the signs and symptoms of abuse which may indicate a child is potentially at risk of harm. In addition, volunteers do not know which agencies to share concerns with, particularly in the event of a concern about a colleague.
- Staff provide a variety of activities to enable children to develop their small-muscle skills. This supports their readiness for early writing. For example,

children enjoy woodwork. They concentrate as staff show them how to use small screwdrivers. Children persevere as they twist and turn screws into the wood. Other children enjoy painting with feathers and creating a puppet from cardboard rolls, glue and googly eyes.

- Staff provide opportunities for children to get plenty of fresh air and exercise. Children thoroughly enjoy outdoor play where they push small wheelbarrows, dig in the sand and climb safely on crates. This helps develop children's muscle strength. Children create their own games. For example, one child walks on stilts and pretends to be a giant. The other children laugh with delight as they work together to find hiding places. In addition, children are taken on regular forest fun sessions and walk to explore the local community.
- Staff support children's growing language and communication skills. Children look at books with staff, sing familiar songs and take part in circle time. Staff lead group games to help develop children's listening skills. For example, children are eager to play I-spy. They listen carefully to the instructions and give each other time to think of a letter. Furthermore, children play a group game with sticks. They recall previous learning and proudly show each other the different letters they make using the sticks. This helps children develop their literacy skills.
- The staff know the children well. They know what they want children to learn next and plan many challenging and exciting activities. This includes children who have special educational needs and/or disabilities. For example, staff work closely with agencies such as speech and language therapists. This enables strategies to be put in place early to ensure that all children make good progress.
- Parents are overwhelmingly positive about the pre-school. They state their children share all the interesting things they have learned. Parents feel their children are making good progress and are ready for school. For example, they feel their children are more independent and have developed good social skills.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders and managers have not ensured that all those who have regular contact with children have a sound knowledge of safeguarding, such as the procedure to follow should they have concerns. Volunteers are unaware of safeguarding concerns, such as the 'Prevent' duty guidance. They are unable to identify children who may be at risk of harm. In addition, managers and staff do not maintain clear information to ensure that any potential ongoing concerns linked to children's safety are monitored. This inaction potentially compromises children's safety. Despite this, managers ensure that safer recruitment checks are undertaken to confirm the ongoing suitability of staff working with children. In addition, the setting is safe and secure and children are supervised by staff at all times.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
ensure all those that regularly work with children have a clear understanding of the signs of abuse, including the 'Prevent' duty guidance and know the procedure to follow should they have concerns about a child or member of staff	31/03/2023
ensure effective safeguarding procedures are in place to support staff identify and monitor any patterns of concerns, including any injuries children arrive with.	31/03/2023

## Setting details

<b>Unique reference number</b>	EY395513
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10235325
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Hope Pre-School Ltd
<b>Registered person unique reference number</b>	RP904208
<b>Telephone number</b>	07776 041 403
<b>Date of previous inspection</b>	2 March 2017

## Information about this early years setting

Hope Pre-School Ltd is located in Hope Valley, Derbyshire. It registered in 2009. The pre-school employs four members of childcare staff. Of these, three hold an appropriate early years qualification at level 3 or above, including one with qualified teacher status. The pre-school is open Monday to Friday, during term time only. Sessions are from 9.15am to 12.15pm, with afternoon sessions on Monday and Thursday from 12.15pm to 3.15pm. The session on a Friday is 'Forest Fun' and takes place in nearby woodland. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Susan Hyatt

## 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times 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.
- 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 looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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