

# Inspection of Hulland Community Pre-School

Hulland C of E Voluntary Controlled Primary School, Firs Avenue, Hulland Ward,  
ASHBOURNE, Derbyshire DE6 3FS

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Inspection date: 2 March 2023

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 arrive at this pre-school with enthusiasm. They are happy and quickly settle into their play. Children move around the playroom safely, choosing their own play from the activities the staff provide. They love playing outside and eagerly put on their coats and run outside, screaming with delight. Staff encourage children to ride the balance bicycle carefully. Children excitingly race around the garden, negotiating the furniture and each other. They throw and kick balls accurately, demonstrating their physical skills well.

Children have a positive attitude to their learning. They are curious and explore their environment. This is evident as children decide how they can make a pretend river. Children further develop their physical skills as they make a long narrow trench by scooping out the soil and pretend to plant plastic flowers to make a garden. Staff skilfully extend children's play as they support them to plant sunflower seeds.

Children enjoy looking at books and sitting in the cosy book area with their friends. They discuss recent stories staff have read, such as a story about a bear hunt. Children recall the story and develop their literacy skills as they pretend to take a bear in a truck on a bear hunt. They repeat the phrase 'We're going on a bear hunt' with confidence.

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

- The manager supports staff to implement a rich and exciting curriculum that follows children's interests and builds on what they already know and can do. Staff provide activities to help widen and enhance children's future learning, for example, through playing in the pretend shop. Children learn how to use coins as they buy and sell fruit and vegetables. Staff plan this activity well in preparation for their trip to the local farm shop. This helps children to learn about their local community and mathematical skills.
- Overall, the staff support children's language development well. Children join in with songs and listen to stories. Staff have conversations with the children. For instance, they talk with children about where fruit and vegetables come from. However, staff do not always give children enough time to process and respond to the questions they ask. This does not help to strengthen their thinking skills.
- In the main, children engage in play and staff motivate them to learn. However, during group sessions, staff sometimes overlook the involvement of all children. This results in some children being less well supported.
- Parents speak highly of the pre-school. They report warm and caring relationships between staff and children. Through discussions, staff inform parents about their children's learning. This helps parents to know what their

child needs to learn and how they can help them at home.

- Staff have a secure understanding of what children need to learn in preparation for school. The pre-school is located on a school site. Staff use this to their advantage. For instance, staff have regular meetings with teachers. They share information about children's development and family dynamics. This helps to support smooth transitions for children.
- Staff support children's independence skills. Children put away their belongings on arrival and recognise their names on their pegs. They know the pre-school routine, and staff encourage them to follow good hygiene routines. Children know they must wash their hands regularly, including after using the toilet and before eating.
- Staff are good role models and encourage children to behave well. They talk to children in a kind manner and help them to learn about taking turns and sharing. Children play nicely together. For example, they play with the farm and farm animals. They sort the animals into categories together and decide where the animals are going to go. Children say, 'It's your turn' as they push the toy tractor around the farm.
- The manager is reflective and provides support for staff. She carries out staff meetings, supervisions and appraisals to help improve their performance. The manager ensures staff attend mandatory training to maintain their knowledge. For example, staff complete first aid and safeguarding training.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of how to protect children from harm. This includes concerns relating to the 'Prevent' duty. Staff have sound knowledge of the signs and symptoms of abuse and know what to do should they have concerns about the conduct of a colleague. The committee and manager follow robust recruitment procedures and ensure staff are suitable to work with children. Risk assessments are in place, and staff check the premises daily to identify and remove any hazards to ensure the children can play in a safe environment.

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

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

- provide children with sufficient time to process and respond to questions to help them further develop their thinking skills
- review the organisation of group time sessions to ensure all children receive support to join in and be fully engaged.

## Setting details

<b>Unique reference number</b>	206800
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10233568
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	24
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Hulland Community Pre-School Committee
<b>Registered person unique reference number</b>	RP903120
<b>Telephone number</b>	01335371939
<b>Date of previous inspection</b>	23 March 2017

## Information about this early years setting

Hulland Community Pre-School registered in 1972 and is located in the grounds of Hulland Church of England Voluntary Controlled School in Hulland, Derbyshire. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. One member of staff holds a degree in education studies. The pre-school opens Monday to Friday, term time only, from 8.30am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Jan Hughes

## 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 inspector completed a learning walk with the manager and discussed how she organises and implements the curriculum.
- The manager took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The children spoke with the inspector and invited her into their play at appropriate times throughout the inspection. The inspector spoke to the staff and observed interactions and conversations between the staff and the children and considered the impact these have on children's learning.
- Some parents spoke to the inspector so she could take account of their views.
- The inspector had a discussion with the manager about the training and supervision of the staff and how she evaluates their practice.
- The manager showed the inspector relevant documentation and evidence of the suitability of themselves and the 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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