

Inspection of Hawkslade Farm Pre-School

Hawkslade Farm Community Centre, Barley Crescent, AYLESBURY,
Buckinghamshire HP21 9YL

Inspection date: 6 March 2023

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
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 do not promote children's safety and welfare well enough. Risk assessments are not effective and there are weaknesses in the arrangements to respond to accidents. In addition, the quality of teaching is not effective. Staff do not plan activities to develop children's individual progress. Interactions with children are not always beneficial to their learning and development. As a result, children do not consistently make good enough progress.

Children arrive happy and excited for their day at the pre-school. They are greeted by the friendly and welcoming staff. Children choose from the range of activities that are set out for them by staff. However, because of the lack of interactions from staff, children do not fully engage in activities and often move quickly from one to another without focus. Children become bored and spend time wandering around the hall without purpose. This does not support them to become active learners. Children are keen to ride bikes in the garden, however, staff do not organise the space effectively to ensure children are able to ride and move freely.

Overall, children are caring towards each other and develop friendships. However, the lack of guidance from staff means that some children do not understand or recognise why some behaviour is not appropriate, such as climbing on furniture.

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

- Leaders and managers do not effectively assess and manage risks within the learning environment. They do not adequately consider the safe use of equipment, for example trampolines, and are not vigilant in their supervision of children. This is compounded by ineffective staff deployment, particularly at lunchtime. During the inspection, children were observed climbing on, and jumping off, furniture and playing boisterously on the trampolines. At these times, staff did not offer support to help children consider their own safety. In addition, children were left unsupervised while eating, which does not adequately protect them from risks, such as choking.
- Although staff hold the required first-aid qualification they do not know how to respond to an accident. The leaders do not provide clear guidance to support staff to confidently manage emergency situations.
- Staff do not provide children with clear and consistent messages in relation to expected behaviour, resulting in some unwanted behaviour. However, overall, children listen to and follow instructions given to them by staff. Children understand the routine of the day.
- Although staff plan some activities that capture children's imagination, they do not know how to build on children's interests to help build on their learning. Opportunities for children to gain skills for early writing, and to develop

mathematical knowledge are limited. Staff do not provide children with an environment that is rich in language to help them develop their vocabulary and communication skills.

- Although teaching is weak overall, the provision for children with special educational needs and/or disabilities and those who speak English as an additional language is more successful. Staff recognise their needs and work together with parents/carers to support children's individual development. Staff support parents when referrals need to be made and work with other agencies to ensure that the children make progress. Staff have recently started to use a new system intended to help and monitor any speech and language delay at the earliest opportunity.
- The deputy manager has built good relationships with local schools to better understand the expectations of children when they move on to their next stage of learning. This has increased the focus on building children's independence skills and supporting them to regulate their emotions. In addition, relationships with parents are positive. Parents are happy with the care that their children receive.

Safeguarding

The arrangements for safeguarding are not effective.

The weaknesses in risk assessment, supervision and responding to emergencies mean that children's welfare is not adequately safeguarded. However, staff have a secure knowledge of child protection matters. They are aware of the signs that may indicate that a child is at risk of harm or abuse. They understand their responsibility in reporting concerns and the procedures to follow. They know the roles of different agencies relating to safeguarding and whistle-blowing procedures.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
review risk assessments of equipment and resources to ensure the safety and well-being of children	31/03/2023
ensure that deployment of staff meets the safety and well-being of the children, this includes when using equipment such as trampolines	31/03/2023

ensure all staff are aware of, and can constantly implement, appropriate procedures to keep children safe, in particular responding to accidents	31/03/2023
ensure all managers and staff have regular and effective support, supervision and coaching, to promote the interests of children, and ensure they have a clear understanding of their roles and responsibilities	31/03/2023
ensure that staff provide children with clear messages about behaviour, so children understand what is expected of them and what they can and cannot do at the setting and understand how to keep themselves safe	31/03/2023
implement a challenging and exciting curriculum that covers all areas of learning.	31/03/2023

Setting details

Unique reference number	EY311978
Local authority	Buckinghamshire
Inspection number	10279612
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	48
Number of children on roll	54
Name of registered person	Jill Gannon & Sharon Robertson Partnership
Registered person unique reference number	RP907385
Telephone number	07754 533178
Date of previous inspection	17 October 2018

Information about this early years setting

Hawkslade Farm Pre-School registered in 2005. The pre-school is open Monday to Friday from 8.30am to 3pm, term time only. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are seven members of staff; of these, the deputy manager holds a level 4 qualification and five other members of staff hold relevant qualifications at level 3.

Information about this inspection

Inspector
Nicky Butler

Inspection activities

- This was the first routine inspection the pre-school 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 viewed the provision and discussed the safety and suitability of the premises.
- 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 special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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