

Inspection of The Hendreds Preschool

Snells Hall, Church Street, East Hendred, Oxon OX12 8LA

Inspection date: 27 March 2023

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are happy and confident to leave parents and carers when they arrive. They are greeted by friendly staff, who know them well, including children who have recently started. Children form close bonds with their key persons and other staff. They are excited to see staff and to play with the toys and resources offered. They freely choose what they want to play with until all their friends arrive. They then sit, sing together and welcome everyone at circle time. This supports children's sense of belonging.

The learning environment is carefully planned to promote children's curiosity and to build on their individual interests. Children's experiences and understanding of the world are extended through stories and activities to embed their learning. For example, children enjoy books to accompany their topic of 'people who help us'. In addition, they benefit from new experiences and were delighted with the recent, exciting visit from the fire brigade. Children learn to be independent from an early age. They learn in stages how to put on their coats and shoes for play outdoors. Children's behaviour is good. They develop an understanding of what behaviour is expected of them and how to follow instructions. Children show a positive attitude to trying new experiences.

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

- Since the last inspection, leaders have worked hard to implement positive changes and addressed the previous actions raised. As a result, the arrangements to support children's safety have improved. Leaders support staff, families and children effectively to ensure their well-being.
- The newly appointed manager is passionate about the quality of service and has a clear vision for the pre-school. The manager is 'hands on' and a good role model for staff, offering help and guidance. Staff benefit from professional development opportunities to help raise their knowledge and skills. Staff feel that leaders support their well-being and development through regular planning and supervision meetings. The manager and staff are very reflective in their practice to enable them to improve outcomes for children.
- Staff collect important information from parents about children's current needs, routines and interests when they join. This enables them to support children's transitions into the pre-school. Staff use additional funding effectively to provide children with opportunities to broaden their experiences. For example, new games resources and additional music and movement sessions provide children with opportunities to share their experiences and interests with others.
- Staff implement a curriculum that gives children knowledge and understanding of many subjects and topics. Children benefit from a broad range of activities that support them to make good progress. They learn the necessary skills to be

ready for school, such as taking turns, sharing, independence and listening to instructions.

- Overall, staff support children to develop their communication and language skills well. For example, they ask questions to encourage children to talk about their play. However, during some routines and activities, while the more-confident children voice their ideas, staff do not always consider how to encourage those who are quieter and less confident to express themselves.
- Staff support children with special educational needs and/or disabilities well. They identify strategies to support the individual needs of children. This means gaps in learning and behaviour are quickly identified and children make progress.
- Children benefit from daily opportunities to play in the fresh air. They thoroughly enjoy exploring outdoors and demonstrate positive attitudes to their learning experiences. They use magnifying glasses to search for bugs or transfer water and mud using various jugs and syringes. However, at times, staff do not always consider how to build on their strategies and teaching techniques to challenge the learning and development for children who prefer to learn outdoors.
- Partnerships with parents are good. Parents comment that the pre-school is supportive. They benefit from the regular updates on their children's learning. This keeps parents up to date on their children's development and how to support them with their learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff maintain a safe, clean and secure environment to promote children's safety. Staff are aware of their responsibility to report a concern about a child's welfare or the conduct of a colleague. They understand wider safeguarding concerns, such as the 'Prevent' duty. Leaders follow safer recruitment procedures when employing staff and ensure that thorough checks have been carried out before they start working with children. In addition, appropriate checks are carried out to ensure staff's ongoing suitability. Staff have paediatric first-aid training to make sure that they are able to react correctly in an emergency situation. Staff deployment is effective, which contributes further to keeping children safe.

What does the setting need to do to improve?

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

- enhance opportunities for children who are less confident in speaking to talk and express themselves
- continue to plan an effective curriculum, with particular reference to the garden, and build even further on the already successful ways to support those children who prefer to learn outdoors.

Setting details

Unique reference number	EY493645
Local authority	Oxfordshire
Inspection number	10262795
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	16
Number of children on roll	20
Name of registered person	The Hendreds Preschool
Registered person unique reference number	RP905305
Telephone number	01235 831555
Date of previous inspection	1 November 2022

Information about this early years setting

The Hendreds Preschool registered in 2015. It is located in Snells Hall, in the village of East Hendred, near Wantage in Oxfordshire. The pre-school is open on weekdays, during school term times, from 9am until 3pm. It receives funding for the provision of free early education for children aged two, three and four years. The pre-school employs five staff, four of whom hold a relevant qualification at level 3.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed activities in the main room and garden. She talked to staff about the progress individual children are making and what they want the children to learn.
- The manager and the inspector completed a learning walk across all areas of the pre-school to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the manager. The inspector observed interactions between staff and the children and the impact these have on children's learning.
- The inspector reviewed relevant documentation, including evidence of paediatric first-aid training and the suitability and qualifications of staff working with children. The inspector had a discussion with the manager and the chairperson about the evaluation of the setting and plans for improvement.
- The inspector spoke to parents and children during the inspection and took account of their views.

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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