

# Inspection of Hardwicke Early Years

Hardwicke Parochial Primary Academy, Poplar Way, Gloucester GL2 4QG

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Inspection date: 10 May 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff greet children warmly as they arrive. They provide clear routines throughout the day, which enables children to feel secure and settle quickly.

The manager and her staff have recently adapted how they use the environment. They have developed this to ensure children benefit from all aspects of the curriculum in a purposeful and calm way. Children are focused within their self-chosen activities. They explore mark making with a range of tools, construct with connecting squares to create inventive items, enjoy dressing up with friends and share stories with adults. In the afternoon, they enjoy the space and freedom provided by the larger school field. Children run and chase after bubbles as they enjoy a sunny day. They are confident in their interactions with staff and each other.

Children behave well and are kind to their friends. For example, at snack time, they pass the plate across to friends who cannot reach. When it is tidy-up time, some collect the dustpan and brush to begin sweeping rice without adults reminding them. Staff regularly celebrate children's successes within the setting and give praise. This encourages the children to repeat these behaviours.

Parents are happy with the care their children receive. They describe how staff share information on an online application to show what their children are learning.

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

- The curriculum supports children effectively in developing the skills needed to start school. In particular, staff promote and encourage children to develop early language and literacy skills. They read stories and pause for children to predict or recall the word at appropriate points within familiar texts. Children listen then respond confidently, making predictions in pattern or rhyme within books.
- Staff encourage children to develop their physical development in a range of ways. Outside, children take it in turns to climb across stepping stones and balance across an arched ladder. Children are confident in their movements and move safely within the smaller garden space. Inside, staff support children to develop their muscle strength and early scissor control. They use opening and closing tools that allow children to scoop rice into pots. Children enjoy the process of learning while practising this tricky skill.
- Staff consider their assessments of children's next steps for learning when setting up activities across the setting. However, the delivery of some activities does not align fully with the learning staff wish to promote. For example, when taking a group of younger children to develop their emotions, staff take them to sit at a table with mirrors. They then simply ask children to make happy or sad

faces, without a clear explanation of what these emotions mean in context. Children make the faces but quickly lose interest and return to other activities after just two or three minutes. The task is not well matched, and children do not develop new learning as a result.

- At snack time, staff organise children into smaller groups so that they can enjoy calming activities before eating. Each group remains with their key person, which supports the children in building relationships and feeling secure. When they have finished eating, staff involve children in developing good health and hygiene. They support the children to wash their cups and bowls in warm soapy water. Staff then finish the cleaning process, but children enjoy their involvement in this familiar routine.
- Staff support children to take turns and share resources. For example, in the sand tray, they use a sand timer and speak clearly to explain how much time there is until the next child's turn. Staff then praise children for waiting patiently.
- The manager has a good understanding of the areas for improvement within the setting. She holds regular supervision meetings with staff and takes account of their views when deciding any future training. In particular, she has improved safeguarding training and procedures for all staff, enabling them all to take a level 3 safeguarding course suitable for safeguarding leads. Staff are positive about the training they have received and its impact on their role.
- Staff use early years pupil premium funding well. They reflect on the curriculum to ensure new resources match children's learning needs, enabling them to make progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are clear about the signs of abuse and know who to report concerns to, both within the setting and through external agencies. The manager regularly checks chronologies of children's existing injuries with the deputy safeguarding lead. This helps ensure they identify patterns of abuse and make referrals swiftly if there are any concerns. All staff are alert to incidents that may require them to whistle-blow. They know the correct procedures to follow if concerns arise.

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

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

- strengthen the planning of activities so that they consistently align with children's next steps and offer sufficient challenge for new learning.

## Setting details

<b>Unique reference number</b>	2592620
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10271257
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full 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>	55
<b>Name of registered person</b>	Hardwicke Playgroup Committee
<b>Registered person unique reference number</b>	RP519912
<b>Telephone number</b>	07724139217
<b>Date of previous inspection</b>	7 December 2022

## Information about this early years setting

Hardwicke Early Years registered in 2020 and is based in Hardwicke, Gloucestershire. The setting receives funding for the provision of early education for children aged two, three and four years. It opens from 9am to 2.45pm, Monday to Friday, during term time only. There are six staff who work with children, all of whom hold qualifications at level 3. The manager holds an appropriate early years level 3 qualification.

## Information about this inspection

### Inspector

Rosie Pritchard

## 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 deputy manager and inspector completed a learning walk of the pre-school together and discussed the early years curriculum.
- 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 joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of safeguarding requirements.

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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