

# Inspection of Hummingbird Preschool

Unit 1, Great Expectations Business Park, London Road, Sutton, WYMONDHAM,  
Norfolk NR18 9SJ

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Inspection date: 12 September 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Good

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

### **The provision requires improvement**

There is a variability in the quality of provision between rooms in the pre-school. Leaders do not fully understand all of the requirements that they must meet. For example, they have failed to meet the requirement to notify Ofsted of changes to their home addresses. However, the owner-managers are invested in the continuous development of the pre-school. They listen to staff's views and strive to make the pre-school more inviting and comfortable for staff and children.

Pre-school-age children engage particularly well and focus on their learning because of the good teaching they receive. Children confidently choose resources from an art trolley and decorate portraits. Staff skilfully engage them in conversations that help them to learn about their feelings and emotions. Children investigate and explore the properties of water out in their well-designed playground. They regularly enjoy sharing stories with staff, which supports them to develop a love for books and reading. Staff are very familiar with babies' individual needs and routines. Babies squeal with delight when staff find the toy that brings them the most comfort. They cuddle in close with staff as they settle for their nap. This builds on their feelings of safety and security.

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

- There have been recent staff changes in the toddler room which affect the consistency of staff's practice in this room. At busier times of the day, some children do not always receive the close levels of support for their emotional well-being that they need. This affects how well new children settle and join in with learning. However, overall, children make progress in their learning and, by the time they leave the pre-school, they are ready for their moves on in education, including school.
- Staff work with parents to get to know children. However, the key-person system does not always work effectively in the toddler room. New children are not promptly allocated a key person. This affects how well staff meet some children's individual needs when they first begin.
- Clear procedures are in place to ensure children's health. However, staff do not always closely follow them. For example, staff do not always closely follow the procedures in place to prevent the spread of infection if a child becomes unwell. This means that children's welfare is not fully promoted.
- A broad and purposeful curriculum is in place that covers all areas of learning. Leaders plan opportunities for children to meet and learn from other adults in their community. Staff teach children about how they can have a positive impact on their world, such as through making choices that help the environment.
- All children benefit from opportunities to rest and relax as they need to. Carefully chosen sleep furniture helps children to become more independent

with their choices about resting. For example, older babies find their own way into their low-down bed for a rest.

- The provider places a high importance on staff well-being. They mindfully support staff in various ways. Consequently, staff feel valued and supported in their roles. Leaders encourage staff to complete relevant training to develop their skills. For example, staff train how to deliver yoga to children when they identify that introducing yoga to children can support their well-being.
- Children gain appropriate speech and language skills. Staff clearly pronounce words to children. They engage them in conversations, listening carefully to what children have to say. However, throughout the day in the baby and toddler rooms, background music plays. This affects how well these children can tune in to and differentiate speech sounds from those other sounds in the environment.
- Parents are positive about the pre-school and how the owners want the best for their children. They find the management and staff approachable. They value the help and guidance that they receive from staff and the regular updates about children's learning.
- Children behave well. Staff make suggestions to older children about how they can share with each other, role modelling the language children can use to cooperate with their friends. Staff give clear messages to older children about their expectations and the daily routines. This helps children to gain positive social skills.

## Safeguarding

The arrangements for safeguarding are effective.

The provider has clear systems in place to recruit well-qualified and suitable staff. They diligently carry out their recruitment procedures. Staff are vigilant about recognising and recording and reporting signs of abuse and/or neglect. They understand how to raise concerns about the practice of another adult working with the children. Staff are confident to raise their concerns. Those with lead responsibilities for safeguarding children work together with other agencies to protect children. Leaders listen to and address any concerns that staff may have, including those around safeguarding.

## 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
ensure that staff understand how to follow essential policies and procedures to ensure children's welfare at all times	07/11/2023

strengthen the key-person system so that children's individual care and learning are carefully considered and planned for from the outset.	07/11/2023
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**To further improve the quality of the early years provision, the provider should:**

- consider ways to support young children to tune into speech sounds to help them make the best possible progress in development of their spoken language.

## Setting details

<b>Unique reference number</b>	EY491863
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10307819
<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>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Hummingbird Preschool Limited
<b>Registered person unique reference number</b>	RP903042
<b>Telephone number</b>	01953 603 333
<b>Date of previous inspection</b>	5 February 2018

## Information about this early years setting

Hummingbird Preschool registered in 2016. The setting employs nine members of childcare staff. The manager holds qualified teacher status and all staff have a qualification at level 2 and above. The pre-school opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kate Hipperson

## 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.
- One of the owner-managers 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.
- Staff spoke to the inspector during the inspection.
- The inspector carried out joint observations of group activities with one of the owner-managers.
- Parents shared their views of the pre-school with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The owner-managers met with the inspector to discuss the leadership and management of 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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