

Inspection of Little Fawns Preschool

Tudor Primary School, Redwood Drive, Hemel Hempstead, Herts HP3 9ER

Inspection date: 13 February 2024

Overall effectiveness

Requires improvement

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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The quality of education that children receive is not consistent across the pre-school. Interactions between the staff and children are variable. On occasions, some staff do not build effectively on children's interests as they play, to ask questions and stimulate their curiosity. This results in some children losing interest and wandering around with less purpose to their play. Some staff do not always support children to learn about managing their feelings and behaviour.

Nevertheless, children demonstrate that they are happy to attend. They are met at the door by welcoming staff, which supports the children to feel safe and secure. Staff promote children's independence by encouraging them to take off their own coats and hang them on their designated pegs. They enable children to choose what they would like to play with. Older children draw recognisable pictures on the chalkboard and are encouraged by the staff to use their developing language to talk about their drawing. Some older children write their name, forming recognisable letters. Staff support children to build ramps for their vehicles. They introduce concepts, such as fast and slow, and talk about the different sizes of the ramps as the children play.

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

- The manager has a sound evaluation of the pre-school, including strengths and areas for development. For example, she is continually looking at ways to expand the range of questions asked within the parent 'welcome pack' in order to develop a more detailed understanding of the children and their families. There is a good team ethos. Staff say that they feel well supported by the manager.
- The manager demonstrates a good understanding of the curriculum intent and how it should be implemented. However, interactions between some staff and children are not of a consistently good quality, which hinders the delivery of the curriculum. Staff do not sufficiently encourage children's engagement in their play to build on what children know and can already do.
- Staff have opportunities to complete training to enhance their professional development. For example, staff have attended forest-school training. This has supported them to understand the range of learning experiences gained from the activities. However, staff's professional development is not focused sufficiently on developing the knowledge and skills in implementing the curriculum and improving their interactions with the children.
- The manager and staff know their key children and other children well. Staff provide appropriate comfort and care when a child has an accident at the pre-school. For example, they apply a cold compress if a child receives a bump. However, staff do not always ensure that a written record is made of the

accident. This includes informing parents of the injury on collection or soon after.

- Staff do not use consistent methods to support children to manage their behaviour and feelings. Some children remain frustrated and struggle to share resources with their friends. This means that staff are distracted from continuing to support the remaining children's play.
- The manager and the special educational needs coordinator have established successful partnerships with other professionals involved in the children's lives, including services for children with special educational needs and/or disabilities. They also ensure that appropriate resources are provided to support the children's developmental needs, including the needs of children who are in receipt of early years pupil premium. For example, sensory resources have been purchased for the children to explore.
- The manager and staff place a high priority on supporting the families of the children in their care. They develop respectful relationships with parents and warmly welcome them into the pre-school. Home visits and invitations to 'stay-and-play' sessions are also successfully used to build relationships. Staff also use these opportunities to encourage parents to share information about their child, including required care and their stage of development. This is effective in supporting transitions from the child's home to the pre-school. Parents comment positively about the pre-school.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
help staff to improve their interactions to ensure that all children receive meaningful learning experiences which build on what they know and can already do	30/04/2024
strengthen strategies to support staff to manage children's behaviour more effectively and consistently	29/03/2024

ensure that a written record is maintained of all accidents or injuries, and the first-aid treatment applied, ensuring that parents are informed of any accident or injury sustained by the child.	14/02/2024
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To further improve the quality of the early years provision, the provider should:

- focus professional development plans on improving staff's teaching skills to help them to support children in building on what they already know and can do.

Setting details

Unique reference number	2669244
Local authority	Hertfordshire
Inspection number	10332502
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	34
Number of children on roll	50
Name of registered person	Nature For Kids Ltd
Registered person unique reference number	2669243
Telephone number	07903 317701
Date of previous inspection	Not applicable

Information about this early years setting

Little Fawns Preschool registered in 2021 and is situated within the grounds of Tudor Primary School, Hemel Hempstead. The pre-school employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications, including three members of staff with qualified teacher status. The pre-school opens from 8.45am to 2.45pm during term time only. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ann Austen

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 manager and inspector completed a learning walk across all areas of the pre-school to understand how the early years curriculum is organised.
- The inspector observed staff's interactions with the children, during indoor and outdoor activities, and assessed the impact these have on the children's progress and achievements.
- The owner, manager, staff and children engaged in discussions with the inspector at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager and discussed the observation together.
- A sample of pre-school documents was reviewed by the inspector. This included evidence of staff suitability and training.
- The inspector took account of the views of parents by speaking to them at the inspection.

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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