

Inspection of The Hendreds Preschool

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

Inspection date: 7 October 2024

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The provider has made successful improvements for children's learning and development since the last inspection. However, they still do not have a full understanding of their roles and responsibilities. This is in relation to providing information to Ofsted about committee members.

Staff provide a welcoming and calm environment for children. They work closely with parents to help settle new children and provide supportive and caring settling-in arrangements. This helps to build children's confidence in their new environment. Staff have implemented effective support to help children recognise their feelings and emotions. This helps children learn how to start to regulate their own behaviour. Children learn to take turns during activities, such as when rolling cars down lengths of drainpipe.

Staff understand the curriculum learning intentions. They take account of each individual child's learning needs to promote children's development and progress securely. Overall, staff provide good-quality teaching and support the different areas of learning well. They engage children in discussions individually and in small groups. This helps children build on their language skills. Children enjoy their time at pre-school and engage well in the activities. They gain skills for the future, such as listening and concentration. Staff recognise when children may need additional support and help in their learning. They take steps to close any gaps to help all children progress.

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

- The provider continues to have gaps in their knowledge and understanding of how to meet the requirements of the early years foundation stage. They have not ensured that Ofsted has been provided with the required information to check the suitability of all committee members involved in the operation of the pre-school. However, committee members do not have any unsupervised access to children and, to date, there has been no significant impact.
- Staff have undertaken training and professional development since the last inspection, including managing children's behaviour. This has developed their understanding of the triggers for children's behaviour and how to manage this. Staff model positive behaviours to children. They recognise when children's behaviour may escalate. Staff provide support to children, such as talking through the situation or engaging them in a new activity.
- Staff plan and provide interesting activities that capture children's imagination. Children maintain a strong interest in experiences such as filling and emptying containers with water and glitter. Staff build children's mathematical knowledge to consider quantities. Overall, the curriculum for children's physical

development is good, particularly in relation to hand-eye coordination. However, opportunities for children to engage in more challenging physical activities and to learn to manage and take risks are not always so well planned for.

- Staff work closely with parents and other professionals to support and meet children's individual learning needs. They make relevant referrals to outside professionals to help get children the extra support and help they may need. Staff use effective strategies with children to help them develop their communication and language skills. For example, staff and children use communication cards successfully. Staff provide individual language sessions to children who need some extra support. They carefully consider the use of additional funding to support individual children's needs.
- Children follow the daily routines and simple instructions easily. They gain a sense of responsibility as they help to tidy up. At times, staff do not extend children's developing independence as well as possible. For example, staff sometimes do tasks for children that they may be able to do themselves. Children make their own choices and are confident to explore and investigate the activities. For instance, children enjoyed placing model spiders around their names while staff encouraged them to recognise the initial letter and sound of these.
- Staff feel supported by the committee and new management team. They receive regular supervision meetings to help them reflect on their work and identify future training needs. Staff work well as a team, which promotes consistency for children's care and learning.
- There are positive partnerships with parents and carers. Staff work closely with parents to understand and meet their children's needs. Parents feedback highlights that they feel supported by staff. They compliment the communication with staff as a strength of the pre-school. Staff provide ongoing feedback to parents about their children's time at the pre-school, including termly reports, regular observations and photos.

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
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provide the required information to Ofsted to check and verify the suitability of all committee members	04/11/2024
develop a confident knowledge of the role and responsibilities of the committee to manage and monitor the pre-school effectively.	04/11/2024

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

- enhance children's experiences of taking risks and support them to extend their large physical development further
- build further on developing staff's practice to extend children's independence.

Setting details

Unique reference number	EY493645
Local authority	Oxfordshire
Inspection number	10352526
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	23
Name of registered person	The Hendreds Preschool
Registered person unique reference number	RP905305
Telephone number	01235 831555
Date of previous inspection	7 May 2024

Information about this early years setting

The Hendreds Preschool registered in 2015. It is located in the village of East Hendred, near Wantage, Oxfordshire. The pre-school is open Monday to Friday, from 9am to 3pm, during school term times only. The pre-school employs five staff who all hold a relevant qualification at level 3.

Information about this inspection

Inspector

Sheena Bankier

Inspection activities

- The manager took the inspector on a learning walk of the pre-school and explained the curriculum and the learning intentions for children.
- 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 manager and inspector observed an activity together and evaluated the effectiveness of it.
- The inspector spoke to staff at appropriate times during the inspection and held a leadership and management meeting with the manager.
- Children chatted to the inspector and interacted with her during the inspection.
- The inspector spoke to some parents and carers available on the day of the inspection and gained their views and feedback about the pre-school.
- A sample of documentation was reviewed as part of the inspection process.

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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