

Inspection of Little Fawns Preschool

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

Inspection date: 25 November 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy attending this lively pre-school. Staff's commitment to their work and their procedures to understand each child and their experiences play a substantial part in helping children to settle and grow in confidence. Staff have high expectations of what children can do. They are good role models and demonstrate positive attitudes. Children mirror this and confidently play and explore. For example, children playing with water use different containers and compare the volumes. They experiment as they stretch up and spray the water from different heights, noting the patterns it makes as it lands.

Staff have attended further training and now offer children practical and consistent support in managing their behaviour. They talk with children about feelings and help them to understand how their actions affect others. Activities and daily discussions support children well in learning about healthy practices. For example, children playing outside talk with staff about the benefits of being in the fresh air and getting plenty of exercise. Staff supervise children well and ensure that all areas are safe. Their ongoing explanations aid children in building a practical understanding of safety. For instance, when using the woodland area, children know how to carry sticks safely and assess how far they feel safe to climb trees.

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

- Staff responded positively to actions set at the last inspection. They have completed further training and made changes that have contributed significantly to improving the pre-school. Staff receive practical supervision that aids them in reviewing their work and making further improvements.
- All staff fully understand the pre-school's curriculum. They observe children and build logically on what they are learning, confidently using children's interests as a way of capturing their attention and extending their knowledge and skills. The very practical monitoring of children's progress is a particular strength and means that any weaker areas of learning are quickly addressed. Staff make good use of additional funding to offer children further play opportunities that help to promote their development.
- Staff support all children, including those who speak English as an additional language, to develop their language and communication skills. They use small-group activities well to aid children in learning new vocabulary and to start to form sentences. Children have many opportunities to practise their language skills. For instance, children playing with the mud kitchen describe what they are 'cooking', and tell one another 'sit down, your dinner is ready.'
- Children show an enjoyment of books and reading. They often choose favourite books and settle down to read them with staff. They also enjoy accessing these independently. For example, children select books and take these back to a den

they have made. They eagerly show one another the pictures and help each other to remember the different stories.

- Staff show children that they are kind, polite and respectful. Children reflect this in their daily play and enjoy participating in activities that aid them in understanding differences. For example, children visit a care home for older people, where they share puzzles, games and books. This interaction supports them in understanding different needs and experiences.
- Staff usually build on children's play and encourage them to answer questions. However, on occasion, staff do not offer children enough challenge during some activities to help them think critically and make the best possible progress in their learning.
- Staff generally encourage children's independence. For example, children enjoy making independent choices about what to play with. However, at times, staff do things for children that they could do themselves, such as putting on their shoes and coats. This sometimes confuses children and does not promote their independence to the optimum.
- Parents report that they are very happy with the pre-school. They note how well staff know the children and recognise each child's individual personality and needs. Staff communicate well with parents and support them in building on their children's learning. For example, they offer resources for parents and children to use at home.

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

- build on the opportunities that challenge children and encourage them to think critically and solve problems as they play
- support staff to consistently implement the agreed approaches to promoting children's independence.

Setting details

Unique reference number	2669244
Local authority	Hertfordshire
Inspection number	10336433
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	36
Name of registered person	Nature For Kids Ltd
Registered person unique reference number	2669243
Telephone number	07903 317701
Date of previous inspection	13 February 2024

Information about this early years setting

Little Fawns Preschool registered in 2021. It is independently run and is located on the site of Tudor Primary School. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications, including two with qualified teacher status. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 2.45pm. The pre-school provides government funded early years education for all eligible children.

Information about this inspection

Inspector
Kelly Eyre

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked about their curriculum and what they want the children to learn.
- The inspector observed staff interaction with children during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- Meetings were held between the inspector and the manager. The inspector looked at relevant documentation and saw evidence of the suitability of staff.
- The inspector held discussions with staff, children and parents at appropriate times 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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