

# Inspection of Hickling Pre-School

Hickling Village Hall, Main Street, Hickling, Melton Mowbray, Leicestershire LE14 3AQ

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Inspection date: 17 January 2025

## **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**

Children happily attend the pre-school and benefit from the relationships staff build with them. Children are warmly welcomed by the friendly and caring staff. Staff encourage children to choose something to play with, but do not consistently support children to develop their play further. If children become unsettled, staff comfort them, which helps children re-engage with resources. Staff reflect on what children like to play with. However, there is not an effective process in place to reflect on staff interactions and how they can be improved.

Children behave well and enjoy playing with their friends with the activities staff provide them. While playing board games, children begin to understand how to take turns. Staff prompt children when it is their turn to pick up a piece and to wait when it is their friends' turn. Children use turn taking they have learned at snack time. They pass the milk bottle around the table, to pour their drinks independently. While staff set up experiences to support learning this is not targeted enough to support all children to make progress.

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

- The managerial committee have failed to inform Ofsted of new members to their committee. Therefore, Ofsted has not had to opportunity to assess the suitability of these people.
- Staff know how to cover all areas of learning. They use children's interests to plan the activities and experiences they provide. This supports children to independently engage with resources for long periods of time. However, not all staff are effective in developing children's learning beyond the activities on offer.
- Teaching is variable. Some staff engage with children and extend their imaginations. For example, in the play kitchen, some staff encourage children to make different foods, such as soups from vegetables and smoothies from fruit. However, in similar circumstances other staff do not have the same levels of interaction and only give simple responses to children. Therefore, children do not receive consistent experiences of teaching from staff to support them to learn.
- There is a staff supervision process in place. However, this is not effective. When weaknesses are identified in staff practice, these are not followed up with sufficient development opportunities, to bring about improvement in practice.
- Staff identify appropriate next steps for children with special educational needs and/or disabilities and those who need extra support. However, staff do not ensure children receive the targeted support they need in order to make progress.
- Staff support children to understand simple mathematical concepts. For example, while children play in the sand, staff talk to them about big and small containers and how to fill and empty them. This helps children develop an

understanding of size and capacity. In addition, staff encourage children to count up objects. For example, in the play kitchen, staff ask young children to find all the eggs. When children find them, staff count the eggs as children place them in a bowl, which supports children to understand number and quantity.

- Staff arrange equipment to support children's physical development. To develop children's fine motor skills, staff place a range of cutting tools out. Children enjoy selecting different tools to cut dough. They pick up knives and use these to chop the dough. Outside, staff encourage children to pass them large hoops in different ways. Children giggle as they practise rolling and throwing the hoops to staff.
- Staff ensure children are safe. They have appropriate supervision of children at all times. Staff risk assess the environment to maintain children's safety. For example, they place crash mats around the large play equipment to prevent children from injuring themselves if they fall. While children play on the slide, staff remind them to only slide down if their friends are not at the bottom. This helps children to understand how to keep themselves and others safe.

## 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 and Childcare Register the provider must:

	Due date
improve teaching, to ensure all children have access to consistently good teaching to support their learning	28/04/2025
improve processes linked to staff development, to ensure weaknesses in practice are identified promptly and acted upon	24/03/2025
put in place procedures for children who are identified with special educational needs and/or disabilities and those children who need extra support to receive the targeted support they need.	24/03/2025

## Setting details

<b>Unique reference number</b>	253426
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10367582
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	26
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Hickling Pre-School Committee
<b>Registered person unique reference number</b>	RP522095
<b>Telephone number</b>	079950558608
<b>Date of previous inspection</b>	14 February 2019

## Information about this early years setting

Hickling Pre-School registered in 1967 and operates from Hickling village hall, Melton Mowbray. The pre-school opens from 9.15am to 3.15pm, Monday to Friday, during term time only. It employs three members of childcare staff, two hold appropriate early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Alice Anders

## 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 to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- 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.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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