

# Inspection of The Village Pre-School at St Hughs North Hykeham

St. Hughs Church Hall, Harewood Crescent, North Hykeham, Lincoln LN6 8JG

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Inspection date: 13 February 2025

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children are happy and eager to arrive at this pre-school. They confidently leave their parents and carers at the door. Staff warmly greet children, which results in them settling quickly. Children are keen to take part in the activities staff plan to support their learning. For example, children show perseverance as they concentrate when they use tweezers to grab objects and use coloured animals to create patterns. Staff skilfully weave mathematics into children's play. Children copy staff as they introduce numbers and counting, building on their learning.

Staff interact with children with kindness and respect. Children are encouraged to share how they feel with staff and their peers. This contributes to supporting children's social skills. Staff provide gentle reminders to children about their behaviour expectations. Children show they understand these expectations as they confidently share the pre-school 'golden rules'. For example, children say they must use their walking feet inside and be kind to each other. During outdoor play, staff provide children with varied opportunities to be physically active. Staff enthusiastically encourage children to stretch their arms up high and squat down low. Children develop their leg muscles and coordination skills as they confidently ride bicycles around the outdoor area, navigating the space well.

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

- The effective key-person system means that staff know the children well. They gather information from parents about what children already know and can do. They use this information to help them understand what children need to learn next and to plan and provide activities which interest them.
- Overall, staff help children to build their communication and language skills. For example, staff support older children to take turns during conversations and listen to the views of others. Staff sing songs with children and read them stories. They introduce new words for older children to learn, such as scrunch, to help expand their vocabulary. However, staff do not always consider the developmental stage of younger children when singing and communicating with them. They sometimes talk quickly and do not always provide the time younger children need to process information and understand new words to support their early speaking skills.
- Children with special educational needs and/or disabilities are supported well by staff. Any identified gaps in children's development are identified quickly by staff. They work closely with parents and other professionals to plan support and meet children's needs. For example, staff work in partnership with other professionals to agree on strategies, such as visual aids, to enable children to express their needs and how they are feeling.
- Staff embed daily routines that help children to feel settled and secure in their

environment. Children develop an understanding of these and follow them well. For example, when children hear a member of staff clap, they know it is time to help tidy up. Staff offer children praise and encouragement as they work with friends to tidy away resources. This helps to support children's confidence and self-esteem.

- Overall, staff support children's good behaviour and ensure they enjoy their time at the pre-school. Children learn to play alongside their friends and take turns when sharing toys. However, staff do not consistently support older children to understand the consequences of their behaviour and how this impacts others.
- Staff provide parents with daily updates about their children's day. They invite parents to attend stay-and-play sessions, where they join in with children's activities and share their learning experiences. Parents are complimentary about the care their children receive. They say staff go over and above what they expect.
- Staff encourage and support children's growing independence. Children learn to roll up their sleeves and wash and dry their hands. Staff encourage them to collect and put on their boots before going outside. Children smile with pride at their achievements. Older children put on their coats before showing kindness as they help and support younger children to do the same.
- The management team implement systems to support staff in their roles. They are committed to supporting the well-being of the staff team. Regular team meetings with staff provide opportunities for them to discuss their roles. As a result, staff explain how they feel appreciated and valued.

## **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:**

- support staff to help older children to understand the consequences their behaviour has on others
- strengthen staff support for younger children's early speaking skills.

## Setting details

<b>Unique reference number</b>	2701711
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10367745
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Graham, Lynn Heath
<b>Registered person unique reference number</b>	RP906798
<b>Telephone number</b>	07986225701
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Village Pre-School at St Hughs North Hykeham registered in 2022 and is situated in North Hykeham, Lincoln. The pre-school employs three members of childcare staff, all of whom hold relevant early years qualifications at level 3 or above. The pre-school operates Monday to Friday, during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Emma Curry

## Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed how the manager implements the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.
- Parents shared their views on the pre-school with the inspector.

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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