

Inspection of Heighington Pre-School

The Pod, Heighington Millfield Primary Academy, Mill Lane, Heighington, Lincoln,
Lincolnshire LN4 1RQ

Inspection date: 20 March 2025

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

What is it like to attend this early years setting?

The provision is good

Children show that they feel safe and happy at the pre-school. They arrive full of excitement to explore the activities staff provide. Children form positive relationships with the caring and nurturing staff. They receive encouragement from staff to promote their confidence and self-esteem, such as when pre-school children work together to complete puzzles with their friends. Children develop their knowledge of oral health. For instance, staff read them stories to help children understand the importance of cleaning their teeth. Children share their experiences of visiting dentists.

Children are keen to learn outdoors. Pre-school children work together to prepare wood to make a fire. Staff show children how to use tools safely to make sparks to light the fire pit. Children learn about fire safety, when they eagerly cut and prepare snacks to cook on the fire. Staff support children's imaginative skills. For instance, they talk to children about dragons that breathe fire and how this relates to activities they take part in. Furthermore, children are creative when they use pretend gems in a role-play kitchen. Staff support children to count the number of gems they use, helping to support their mathematical skills. Young children enjoy singing and shaking a parachute up and down in the air, helping to develop their large muscles and speaking skills.

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

- Staff regularly observe and review children's development. Early intervention is put in place to help close gaps in children's learning. Staff work in partnership with other professionals to help identify how to support children's progress, such as to help their speaking skills.
- Children's growing independence skills are supported well, in preparation for their next stage of learning. They choose what they would like to play with. Older children wipe their own noses and put tissues into bins. Staff model how to use knives safely and encourage children as they spread butter on their toast. Younger children pour their own drinks at mealtimes.
- Staff plan and provide children with a range of activities that they are eager to take part in. For example, children show perseverance, as they develop the muscles in their hands when they use scissors to cut tissue paper and thread straws onto sticks. However, some activities are not always appropriate for younger children's stages of development. As a result, children lack engagement and are not supported to build on what they already know and can do.
- Staff have opportunities to develop their knowledge of how to support children's learning. For example, they complete training courses to help children develop their physical skills. Staff introduce music and movement sessions. Children copy staff moving their bodies in different ways, helping to develop their strength and

coordination.

- Children have opportunities for trips away from the pre-school. For example, staff promote children's understanding of different forms of transport when they travel with children on busses to local parks. Children develop their social skills when they visit residents in a care home.
- Overall, children play cooperatively together alongside their friends. However, staff's interactions with children do not consistently support them to understand the expectations and boundaries for their behaviour. For example, staff do not always support children to listen during group times.
- Staff help children to understand how and what tools are used for. For example, staff show children how to gently squeeze pipettes to collect water. Children try and are excited when they succeed. Children watch in awe as they notice bubbles travelling through the pipettes, sharing with their friends 'look at the bubbles'.
- Staff help children to develop their understanding of the wider world. This includes trying a variety of foods from different countries. Children taste Welsh cakes, croissants and shortbread and learn where the foods originate from. Parents say that they appreciate how staff provide their children with facts about different foods and countries around the world.

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 plan activities more effectively to help build on what younger children already know and can do
- strengthen behaviour management strategies to help children understand staff's expectations.

Setting details

Unique reference number	2696024
Local authority	Lincolnshire
Inspection number	10368581
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	32
Number of children on roll	47
Name of registered person	Turfrey, Bethan
Registered person unique reference number	2696022
Telephone number	01522 793706
Date of previous inspection	Not applicable

Information about this early years setting

Heighington Pre-School registered in 2022 and is situated in Heighington, Lincolnshire. The pre-school employs 10 members of childcare staff. Of these, six hold relevant early years qualifications at level 3, and the manager holds level 6. The pre-school operates Monday to Friday, all year round. Sessions are from 7.50am until 5.30pm. 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. Parents' and carers' views were taken into consideration.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks, and safeguarding policies and procedures.

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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