

Inspection of Hill farm playcare ltd

8th Coventry scouts, Tay road, Coventry CV6 3EJ

Inspection date:

18 September 2025

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Although leaders have started to make improvements, they have not taken sufficient action to ensure that children receive a consistently good standard of care and teaching. Weaknesses remain in the planning and delivery of the curriculum. Children do not benefit from enough focus on the prime areas of learning, particularly communication and language, which are essential foundations for all other areas of development. In addition, although staff and children have positive relationships, staff do not always focus effectively on helping children manage their emotions. As a result, they sometimes do not meet children's emotional needs fully.

Children's engagement with their environment is variable. Some children explore and play with enthusiasm, showing curiosity and enjoyment in their learning. However, others sit quietly or wander without purpose. Staff do not always recognise when these children need extra support to engage in activities. As a result, more confident or vocal children often attract the most adult attention. This imbalance limits quieter children's opportunities to develop social confidence, sustain attention and benefit fully from planned learning experiences.

Support for children with special educational needs and/or disabilities (SEND) is not yet well coordinated. As a result, these children do not consistently receive the targeted support they need to make progress in their learning. That said, staff do successfully create a welcoming and trusting atmosphere overall. Children enjoy spending time outdoors and are generally calm and settled when outside, which contributes positively to their well-being.

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

- Leaders have not made enough progress in addressing the actions from the last inspection. Although they have taken steps to improve policies and practice, there are significant weaknesses in how staff support children with SEND. Staff notice when children struggle to make progress or manage their emotions. However, they do not respond quickly enough to these concerns or seek specialist support and funding. Support plans are often outdated or not followed. As a result, staff apply strategies inconsistently, and some children do not make the progress they are capable of.
- Leaders are developing their understanding of the early years curriculum, but it is not currently fully embedded. The curriculum lacks a strong focus on prime areas and limits opportunities to build language and vocabulary. Staff have completed training in early mathematics and have made some improvement in this area. Staff are generally effective at interacting with children during planned activities. However, there is often a lack of engagement and encouragement for

children during self-chosen play. Staff do not always recognise when to intervene to enhance children's enjoyment and deepen their learning.

- Leaders have taken some action to improve teaching, including an increased focus on promoting a love of reading, such as creating a reading tent and the sharing of stories. However, weak implementation reduces the effectiveness of these initiatives. For example, staff do not consistently treat story time as a key learning opportunity and remove children for nappy changes, disrupting their engagement and limiting access to the full experience. This prevents children from gaining the enjoyment, language development and early literacy skills that high-quality story sessions support.
- Staff have started using guidance materials to help them understand how children develop and how to assess their learning. However, this practice is not consistent or effective. Staff do not reliably identify children's next steps in learning, and significant developmental milestones, such as toilet training, are often overlooked. As a result, children do not receive the targeted support they need to make progress in key areas of their development.
- Leaders are establishing a key-person system. Staff are beginning to build warm relationships with children and families, helping children feel secure. Systems to share learning are in place but not fully embedded. Parents do not always receive regular updates or clear advice on how to support learning at home.
- There are some effective arrangements to help children understand how to keep themselves safe. They understand boundaries, such as avoiding restricted areas, and respond well to instructions. Staff promote children's health and well-being by managing risks such as allergies and maintaining routines that support physical development. They encourage healthy choices, provide nutritious snacks and support active play. These approaches help children develop positive attitudes towards health and safety.

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
implement effective arrangements to ensure that children with SEND receive the coordinated care and support required to meet their individual needs	30/10/2025

ensure that the curriculum includes sufficient focus on the prime areas of learning to provide children with a secure foundation to develop the skills and knowledge they need to progress in their education.	30/10/2025
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To further improve the quality of the early years provision, the provider should:

- embed consistent assessment practice across the setting, so that all children have clearly identified learning goals
- support staff to recognise when children would benefit from more interaction or encouragement to become engaged in their learning.

Setting details

Unique reference number	2654750
Local authority	Coventry
Inspection number	10381331
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 3
Total number of places	16
Number of children on roll	7
Name of registered person	Hill Farm Playcare Ltd.
Registered person unique reference number	RP526018
Telephone number	07939 782792
Date of previous inspection	5 December 2024

Information about this early years setting

Hill farm playcare ltd registered in 2021 and is located in Coventry. The nursery employs two members of childcare staff, one of whom holds an early years qualification at level 5 and one at level 3. The nursery operates from Monday to Friday, during term time only. Sessions are from 8.30am to 3.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Vicki Abrahart

Inspection activities

- The inspector viewed the nursery and discussed the safety and suitability of the premises.
- The manager discussed their curriculum aims during the learning walk.
- Staff spoke to the inspector during the inspection.
- The leader, in their role of special educational needs coordinator, spoke to the inspector about how they support children with SEND.
- The manager and the inspector carried out a joint observation and discussed the impact this activity had on children's learning.
- The inspector engaged with a parent and considered their opinions.

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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