

Inspection of Hoppers of Dinton pre-school

Dinton Village Hall, Upton Road, Dinton, Aylesbury, Buckinghamshire HP17 8UQ

Inspection date:

15 May 2025

Overall effectiveness

Requires improvement

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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and confident at pre-school. They are quick to engage in a range of activities provided for them. Staff show care and kindness as they help newer children to settle. This helps children to feel safe and secure during their time at the setting.

Staff generally know the children well. They understand their needs and how to support them to engage in play with their friends. They can identify current learning and next steps. However, the curriculum does not always provide children with suitably challenging learning opportunities. For example, staff do not focus enough on what they want children to learn from activities. In addition, there are inconsistencies in the quality of teaching and interactions from staff. This impacts on how well children focus and engage during activities, and means that they do not benefit fully from intended learning.

Children behave well and show kindness and care towards each other. They give cuddles to their friends and offer toys to play with.

Children are curious and confident communicators as they talk about their friends and the activities they like to do. Staff engage children in conversation following their interests. They read favourite stories and encourage children to predict what will happen next. This supports communication and language development.

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

- Leaders are eager to create an environment where children feel safe and secure, and where their learning is promoted well. They recognise that there are improvements to be made to develop the provision and are implementing changes. However, these are not embedded well enough to raise the quality of planning and teaching to a consistently good level.
- Staff support and encourage children's communication and language development. They read and share a range of books and stories. They read with enthusiasm and encourage children's interest through talking about what they can see happening in the pictures of the books. Children particularly enjoy action songs. For example, staff sing fun songs to name body parts. Children join in, showing excitement and joy as they move their bodies.
- There are good arrangements to promote children's physical skills. They provide a lot of opportunities to develop these skills. They focus on developing their fine motor skills through creative play. For example, children learn to handle small equipment and resources to collect and pour a rice activity. They move their fingers through the rice making patterns.
- Staff comfort children when they are upset and need reassurance. They find

comfort in the cuddles and care provided by staff and are confident and secure at pre-school. This supports children's emotional well-being. Staff provide a range of opportunities for children to develop their independence skills, such as hand washing, pouring drinks and preparing snack time.

- Generally, staff know the children and their individual personalities well. However, the key-person system is not fully established. This impacts on staff knowledge of children's current learning and does not support them to plan for their next steps.
- Staff promote children's positive behaviour through setting clear expectation and providing the support and guidance to manage and regulate emotions. Staff are quick to help resolve minor disagreements and help children to redirect their play and learning. Children play for short periods of time at their chosen activity and move to new experiences quickly. Staff sit alongside children and join in their play.
- Leaders have effective procedures in place to ensure the suitability of staff. They hold regular meetings to review practice and provide updates to help inform staff of any changes. This helps staff arrange the provision to meet the varying needs of the children attending.

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
ensure that all staff receive support, training and coaching opportunities to improve the quality of teaching to help them understand how to implement the curriculum	18/07/2025

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

- embed the key-person system to support staff to effectively plan quality teaching that supports children next steps.

Setting details

Unique reference number	2769095
Local authority	Buckinghamshire
Inspection number	10401515
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	15
Number of children on roll	38
Name of registered person	Banham, Corinne
Registered person unique reference number	2769093
Telephone number	07813880153
Date of previous inspection	Not applicable

Information about this early years setting

Hoppers of Dinton pre-school registered in 2024. The setting operates from the village hall in the village of Dinton, Buckinghamshire. The pre-school operates term time only 8am to 5pm, Monday to Friday. The setting employs four members of staff of whom three hold a relevant early years qualification at level 3. The setting provides funded early education for two-, three-and four-year-old children.

Information about this inspection

Inspector

Lisa Robinson

Inspection activities

- The manager and inspector completed a learning walk together and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and the children.
- The manager and the inspector carried out a joint observation during snack time.
- 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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