

# Happy Hedgehogs Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY360959
<b>Inspection date</b>	16 July 2008
<b>Inspector</b>	Hilary Mary Mckenning
<b>Setting Address</b>	Waterloo Children's Centre, Store Street, Waterloo, Tameside, OL7 9QA
<b>Telephone number</b>	0161 330 6248
<b>E-mail</b>	
<b>Registered person</b>	Happy Hedgehogs Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Happy Hedgehogs Pre-School registered in 2007. It operates from purpose-built premises in Tameside. Children have access to the pre-school room, community room, family room and secure outdoor area.

The pre-school may care for a maximum of 18 children at any one time. There are 47 children attending a variety of sessions. Of these, 34 children are receiving educational funding. The pre-school is open Monday to Friday during term times. Sessions are from 09.15 to 11.45 and from 13.00 to 15.30. There are five staff working with the children and most hold relevant childcare qualifications. The pre-school supports children and families for whom English is an additional language. The pre-school supports children with learning difficulties and disabilities.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health is promoted very well. This is due to the staff placing strong importance on children's personal hygiene practice within the setting. They talk to the children about personal hygiene and help them to understand the reason why we need to wash our hands and to cover our mouths when coughing and sneezing. Children receive good support and guidance from staff and are moving towards independence in attending to their own personal care. Although children readily follow good practice and daily routines, the presentation of toiletries poses a risk to children. A detailed well-written policy to exclude children who are ill is routinely shared with parents. This ensures that cross-infection is minimised. Children's health is clearly supported by staff who have a good knowledge of health and hygiene procedures. The setting is very clean and effectively well maintained. Staff implement good hygiene practices, such as wearing aprons when preparing and serving food and using antibacterial spray to ensure tables and changing areas are suitably clean. Good documentation is in place for managing accidents.

Children are beginning to understand the importance of a healthy diet. Children are involved in planning menus using pictures to represent what is available. They enjoy a very wide range of nutritious snacks, which develops their awareness of healthy eating, and have free access to fresh drinking water. Snack times are a social occasion where children sit with their peers and staff, joining in conversations, and an opportunity for children to enjoy a wide variety of fruits. Children's needs are met very well as staff find out from parents about children's individual care, such as dietary needs. They use the information to make sure children eat, rest and play according to their needs.

Children enjoy a good range of physical activities. They thoroughly enjoy energetic, imaginative running-around games, as they ride bikes, climb steps to the slide, balance on tyres and logs, catch and throw balls with skill and control their bodies well. The children love to take part in action songs, which require wide arm movements, and jump and clap in time to the music. This results in children having a positive attitude towards physical activities as they develop confidence in their own physical capabilities.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The pre-school has effective safety and security precautions, such as security buzzers and a visitors' log book. There are well defined collection arrangements that increase children's safety. Health and safety procedures are implemented successfully to promote children's safety. Potential hazards are sufficiently well addressed in order to maintain a secure and safe environment both indoors and out. For example, the use of socket covers, smoke alarms and a fully enclosed outdoor play area means children can move around freely and safely. Risks of accidental injury to children are minimised as risk assessments are completed. Well rehearsed fire precautions are in place; for example, fire evacuation plans are practised regularly and fire exits are clear of obstructions.

Good quality resources are easily accessed allowing children to make choices in a safe manner. The children's toys and equipment are very carefully monitored to make sure they remain safe and appropriate for the children's ages and stages of development.

Children are well protected as the staff have a clear understanding of their role and responsibilities with regards to child protection matters and recognise the signs and indicators of child abuse. Policies and procedures are in place and follow Local Safeguarding Children Board guidelines. This information is available for parents in the welcome pack and on the noticeboard.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children arrive enthusiastic and eager to participate in their time at the pre-school. Close and caring relationships between staff and children increase children's sense of trust and self-esteem. Children show a strong sense of belonging. They are very happy, extremely settled and purposefully engaged throughout the session. Children's behaviour is very good and is supported sensitively by the staff's calm manner. Children have a clear understanding of right from wrong, as they learn to share toys and take turns. They confidently make choices about their play, selecting resources and undertaking tasks from the broad, challenging and stimulating range available. Children demonstrate good independence skills and successfully plan their own time, making decisions about what to do. They put on aprons to paint and help themselves to a broad range of quality resources.

Staff share an excellent knowledge and understanding of early years good practice, using this skilfully to provide high quality care and education. They plan experiences and activities that interest and motivate children. Staff actively encourage children to instigate play and follow their own natural curiosity. Children enjoy many pleasurable experiences. They laugh with delight and excitement as they eagerly play in the water tray in the garden, jumping in and out. Staff consistently respond to the children's individual needs and adapt activities to follow their ideas and suggestions. Children are encouraged and supported to extend and try out new skills. They receive high levels of support from staff, who use observations and their knowledge of the children to build on what they can do to extend activities at the child's own pace. This results in children being confident, enthusiastic learners.

### **Nursery Education**

The quality of teaching and learning is outstanding. Staff consistently provide inspiring and challenging activities that are well matched to individual children's needs and interests. Effective use is made of the rigorous assessments in order that planned activities are rich and varied. They regularly assess children's progress, providing a clear picture of their progress for parents. Staff interact skilfully with children and involve them in planning activities. They make good use of open-ended questions to develop children's thinking, stimulate curiosity and encourage them to use their imagination. The planning places children at the centre of all activities which appeal to children's interests, which ensures they enjoy their learning.

Children are enthusiastic and motivated to learn through well-planned experiences and spontaneous activities, which challenge and extend them. The entire environment is rich with natural resources to excite and stimulate children's curiosity. Children eagerly look for 'Betty the Giant Snail' and comment on the amount of lettuce she has eaten. They build and design, extending their imagination and their natural creativity using a wide variety of craft materials and resources.

Children are very confident speakers and listen intently to each other when playing together and in groups. At snack time, they readily engage in conversation with each other. At group

time, they discuss the day's weather as well as the day and date, using sign language alongside words. Children behave very well and are sensitive to the needs of others. They manage their own behaviour well, using language to resolve conflict, encouraged and supported by skilled staff. Children have an understanding that print has a meaning. They write for a purpose as they write the story for a display and on their own work.

Children benefit from individual support to help them to recognise shapes, colours and sizes. For example, in group activities they can recognise, match and name shapes, such as 'circle', 'square' and 'triangle'. Children have good counting skills and carry out number operations throughout the day, such as when counting the number of ducks they have caught in the fishing net in the water tray.

Children are very skilful and confident when using a variety of equipment. They are very familiar with the computer as they use the controls to complete a matching game. Children skilfully set up the cassette recorder using the earphones to listen to their chosen music. Overall, children make very good progress in all areas of learning.

### **Helping children make a positive contribution**

The provision is good.

Children have a strong sense of belonging and feel at ease within the environment. They are warmly welcomed by staff, who are sensitive to their needs and value their individuality. Staff work closely with parents to find out what is important to children, such as special events in their lives. Children know they are valued, as staff listen attentively to what they say and ask questions about their experiences and interests. For example, they make sure they greet each child individually on arrival and talk to them about what they have been doing at home. This contributes effectively to children developing self-esteem.

Children's spiritual, moral, social and cultural development is fostered. Children play harmoniously together, as they are aware of their own needs and show consideration for the needs of others. For example, older children assist younger children when playing on the trundle toys. Children confidently share information about themselves and listen with interest when others share their news. This is due to staff planning opportunities for them to be together in both group times and independent play. Well-planned, meaningful activities and resources help children become aware of similarities and differences, which in turn increases their understanding of the wider world. Children enjoy exploring outdoors to broaden their knowledge of the environment and nature.

Partnership with parents and carers is outstanding. High priority is given to getting to know children and their families well. This ensures children are well cared for in an environment that is sensitive to their individual needs and home routines are followed. Parents are confident in approaching staff and regularly share their views. All parents receive a wealth of detailed information within clearly written policies individual to the setting. Additional information available to parents, including a wide range of childcare and parenting reference books and leaflets. Training sessions such as parenting classes and baby massage sessions, are also available to parents within the centre. Parents and staff share daily information about the children's day. This encourages parents to become involved in their children's learning in meaningful ways. The staff actively encourage parents to share any concerns and introduce them to their clearly written policy regarding complaints.

## **Organisation**

The organisation is good.

Children are cared for in a stimulating environment where they can move around and explore freely. Familiar staff are always on hand to offer support and reassurance. This contributes to children feeling very secure and content in the nursery. Children's care is significantly enhanced by the comprehensive organisation. Effective deployment of staff and good use of the premises promote children's well-being. The indoor and outdoor space is laid out to maximise play opportunities for children and encourage their independence and initiative.

Children clearly benefit from the cohesive staff team, who are enthusiastic and clearly committed to self-evaluation and improvement of their practice. They share a clear understanding of good early years practice through a comprehensive induction process. An inclusive collection of policies and procedures is in place. They are robust and fully supported by the staff. These are effectively used to promote the welfare, care and learning of children. All records are consistently completed and maintained to ensure confidentiality. There is a clear appraisal system in place to identify staff training needs and ensure the policies and procedures are consistently applied.

Leadership and management of the pre-school is outstanding. The manager leads a highly motivated staff team who have a high regard for children's care, learning and welfare. The cohesive staff team are enthusiastic and clearly committed to self-evaluation and improvement of their practice as they are all involved in regular reviews of the service. Children clearly benefit as staff regularly access further training. For example, there is a clear training programme in place. This commitment to improvement ensures the continuing development of the educational provision. Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- consider ways to further promote children's awareness of good hygiene practice in order to minimise the risk of infection.

### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)