

Hedgehog House Nursery School

Inspection report for early years provision

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Inspector Shan Jones

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Hedgehog House Nursery opened in 1987. It is a privately owned group, which operates from a self-contained unit in the grounds of the owner's home in Worthing, West Sussex. The group have access to one main playroom and toilet facilities. There is a secure outdoor play area.

The nursery is open five days a week during term-time only. Sessions are from 9.00am to 12.15pm Monday, Wednesday and Friday. On Tuesday and Thursday sessions run from 9.00am to 11.15am, and afternoon sessions from 11.30am to 2.45pm. More afternoon sessions are provided as the number of children increases throughout the academic year. Children can attend a variety of sessions. There are currently 34 children on roll. The setting is in receipt of funding for the provision of free early education to children aged three and four years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The Nursery may care for no more than 24 children in the early years age group; of these, not more than 16 may be under three years at any one time. There are six members of staff, including the manager, who work directly with the children, all of whom hold relevant early years qualifications. One member of staff is a qualified teacher. The setting receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The uniqueness of each child is recognised by staff who provide good support for individuals, ensuring that all children make progress in their learning and development. Overall, children feel safe because there are good systems in place to safeguard their welfare and ensure procedures are regularly reviewed and checked. Effective partnerships with parents contribute significantly to inclusion and children's individual needs being fully supported. The manager and staff have sufficient understanding of the priorities for improvement but have not yet implemented an effective system to evaluate and reflect on the quality of provision.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the daily record of children looked after on the premises includes an accurate record of their hours of attendance (also applies to both parts of the Childcare Register) (Documentation)

03/06/2011

To further improve the early years provision the registered person should:

- develop partnership links with other provisions, such as pre school groups and childminder's delivering the Early Years Foundation Stage, attended by children to enable continuity of their learning experiences
- develop systems to self-evaluate practice that include the parents, views, and identify strengths and priorities for development that will enhance the quality of the provision for all children

The effectiveness of leadership and management of the early years provision

All staff understand their responsibility to safeguard children from harm. The nursery has a clear, detailed policy and the manager is the designated staff member to take the lead if concerns about children's safety arise. Access to the premises is strictly monitored, and the system for recording visitors is consistently maintained to accurately record persons present in the setting. Although registers are in place, details such as late or early departure times are not always accurately recorded, and this is a specific legal requirement. A range of policies, including equal opportunities, are in place and shared with parents, to ensure they are aware of the nursery's professional responsibility.

Good working relationships are in place with the parents and carers. Staff are meticulous in ensuring any new parents feel confident in leaving their child at the nursery. Staff take time meeting with the parents and there is a gradual settling-in process based on the individual needs of each child. Children with additional needs are catered for well through joint work between staff, parents and outside agencies, if appropriate. This cements an effective partnership and ensures that children's individual care and learning needs are fully discussed and provided for. Those parents spoken to at the inspection were highly complementary about the care provided and the way in which they feel valued and supported. The system for passing on information to infant schools when children move on provides good detail about aspects of children's development. However, links with providers of other early years settings the children attend are not yet fully embedded to ensure good continuity of provision.

Children learn to value and respect peoples differences through the celebration of traditions and festivals, and regularly access resources that positively reflect race, gender and disability. They thoroughly enjoy listening to songs in other languages, including French. In other situations, a parent shares their rich cultural heritage with the children through the celebration of Diwali festival, with children making chapatti breads. This helps broaden children's knowledge and understanding of the world in which they live. The manager and staff team demonstrate a positive commitment to maintaining consistency within the provision. They make sound use of reflective practice and regularly review the effectiveness of the play sessions and presentation of resources, both indoors and out. They show a clear commitment to maintaining a good standard of childcare, but use of self-evaluation

is underdeveloped; this is noted as an area for improvement.

The quality and standards of the early years provision and outcomes for children

Children are happy, settled and confident in the setting because staff develop warm and caring relationships with the children. Staff have a secure understanding of the Early Years Foundation Stage and use an effective key worker system to support children to achieve good outcomes. As a result, all children make good progress towards their early learning goals. With the support of the early years mentor, the setting has recently reviewed the systems in place for monitoring children's progress. Their individual learning journals track their progress effectively through the use of observations, assessments and photographic evidence. The information gained from parents clearly establishes children's starting points on entry, and their next steps are identified and promoted.

Activities are well planned and clearly reflect children's individual likes and interests. The children learn about nature and the world around them through extensive resources and activities. They happily chat and describe how the chickens lay their eggs and collect them as part of their daily routines. Children enjoy learning about creatures in their natural environment and are fascinated as they observe a live damselfly. Staff successfully extend the children's interest and understanding with the use of internet sites, where they discuss and observe the beautiful colours and wings of the insects. Developing children's curiosity and imaginations, and getting them involved in first hand experiences, optimises their learning and development.

Communication, language and literacy are fostered well. Children have free access to a good range of books in a quiet comfortable area, which encourages them to look and enjoy them. They regularly enjoy books alone or with staff, who sit and read to them in small and large groups. Children's vocabulary is developing well; staff engage them in conversations and listen to children and respond appropriately, encouraging them to think for themselves. Children learn to recognise their own name as they self-register each morning and at snack time; they also have many opportunities to develop their mark-making skills. Their creativity is fully supported through a wide range of role play equipment, construction toys and access to a wide range of media, such as paint, water, sand, felt-tips and chinks. Outside in the garden, a group of boys have a great time as they experiment with a selection of musical instruments; they love bashing the xylophone and drums with gusto.

Children learn about how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. Ongoing explanations from staff help children to gain a clear understanding of safety issues, such as the relevance of walking when inside and being careful when climbing the tree trunk outdoors. Children's good health and well-being is promoted effectively by all staff members

in the setting; for example, children have a growing understanding of healthy eating and lifestyles and how to keep themselves safe and healthy. For example, they benefit from frequent opportunities to play outdoors in the fresh air, alongside well organised activities that challenge and support their physical development. The setting has updated parts of the large garden to offer a patio area in addition to the grass, which enables children to access outdoors all year round despite inclement weather. The outdoors is designed to promote all areas of learning in a fun and explorative manner. Staff encourage positive behaviour through their own role modelling, ongoing discussions about feelings, being kind and sharing. As a result, children are developing warm and affectionate relationships with the staff. They are also developing good self-esteem due to ongoing praise and encouragement, within a homely environment where they are truly valued as individuals.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met