

# Hedgehogs at Freegrounds

Inspection report for early years provision

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**Unique reference number** EY368405  
**Inspection date** 20/10/2011  
**Inspector** Jacqueline Munden

**Setting address** Freeground Junior & Infant School, Hobb Lane, Hedge End,  
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**Type of setting** Childcare - Non-Domestic

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Hedgehogs at Freegrounds registered in 2007. It is one of four settings owned and managed by Extended School Solutions Ltd. The club offers before and after school care for children attending Freegrounds infant and junior schools and Botley school in Hedge End. It operates from classrooms and the hall within Freegrounds Junior School. Children have access to the school grounds for outdoor play. The breakfast club opens each school day from 8am to 8.50am. The after school club opens each school day from 3.15pm to 6pm.

The provider is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The group is registered to provide care for a maximum of 26 children aged under eight years, all of whom may be in the early years age group. The setting supports children with special educational needs and/or disabilities. There are currently 61 children on roll of whom, seven are in the early years age group.

The owner of the company manages this setting. He holds a relevant level 5 qualification. Three other members of staff work with the children. Of the three other members of staff, two hold level 2 childcare qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are welcomed and included by the enthusiastic staff. The effective implementation of systems, policies and procedures ensure the safe and smooth running of the setting. Children's good health is generally promoted well. The extremely strong relationships forged with parents help staff to meet children's individual needs. Effective systems for self-evaluation are largely used. As a result, the setting improves most outcomes for children well.

## What steps need to be taken to improve provision further?

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

- encourage children to know about and choose healthy foods at meal times and in activities
- increase opportunities for children to help plan the environment and offer ideas of activities they take part in.

## **The effectiveness of leadership and management of the early years provision**

Children are well safeguarded as effective policies and procedures are in place to protect them. For example, rigorous recruitment and vetting procedures ensure all adults are suitable to work with children. Staff and volunteers receive an appropriate induction. This includes ensuring they are clear of the child protection procedure to follow should they have a concern. Risk assessments are conducted with appropriate steps taken to deal with hazards. A high focus is placed on deploying staff efficiently to supervise children effectively as they play in the school grounds. Staff communicate using two way radios. All the required records are maintained to promote children's good health and welfare. Staff carefully plan the session making the best possible use of the space available to them in the school. They prepare activities and the tea table before children arrive. The good organisation means staff can spend their time focussed on supporting children. The setting reflects on its practice and identifies areas to improve. It seeks feedback from parents and responds to comments they make. Overall, children are included in life at the club well. When they first come to the club staff find out what they like to do. They have some opportunities to feed back their opinions of what they think of the club; but are not always able to help plan activities that they what they would like to take part in.

Staff promote equality and diversity well. All children are valued and can take part in all the activities. Overall, there are a wide range of resources accessible, some of which promote diversity. Children with special educational needs and/or disabilities are supported very well. The manager works with the local authority to develop training videos. This demonstrates his good practice in supporting and including children with additional needs in the setting. Staff meet with teachers from the school to share information about the children, promoting continuity of care. Staff forge extremely strong partnerships with parents to help meet children's individual needs at all times. Children and their families, whose home language is different to English, are supported very well. For example, sign language is used to communicate. Parents are warmly welcomed into the setting. They get lots of feedback from staff about what their children do. Parents report that they are extremely pleased with the friendly and caring attitude of the staff; they notice their children settle quickly and develop high levels of social skills. Parents feel their children benefit greatly from the emphasis placed on physical exercise and using the outdoor environment.

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

Children are relaxed and happy at the after school club. They feel safe and secure; they understand the routines of the afternoon and go about their activities with

ease and confidence. The key person system and support provided to help new children settle ensures their individual needs are met. For example, staff maintain records about the children and the progress they make. They know children's interests and, generally, plan activities for the week with them in mind. Therefore children achieve good progress and thoroughly enjoy their time in the club. Overall, all children play a positive role in the setting. They have some opportunities to feed back their opinions of what they think of the club; but are not always invited to plan the environment and offer ideas regarding the activities they take part in.

Children build good relationships with staff, behave well and listen to them with respect. Children laugh and have fun as they join adult-led activities, such as creative activities, often linked to themes, such as Halloween. Children make spiders, starting with a furry ball for the body and bending pipe cleaners for the legs. They count the legs, making sure there are eight as they secure them to the body with tape. Children use their design skills to draw and use a length of wool to attach the spider to its web. Children demonstrate their capabilities as they are encouraged to tie knots in the wool length and write their names on the web.

Children develop good skills for the future as they play harmoniously with their friends, taking turns at the computer and sharing building bricks. Children respond well to the staff's positive behaviour management methods. They are polite and caring to each other. Children learn about the wider world as they play with some resources and take part in activities that promote diversity. For example, they make cards to celebrate Diwali. Children develop independence as they make their sandwiches at tea time; spreading the margarine on bread and pouring their own drinks. Children look at books in the school library.

Overall, children develop healthy lifestyles well as they take part in lots of physical activities both indoors and outside. These help them develop skills and strong muscles. Many spend the vast amount of time outdoors when the weather and daylight allows. They play football, climb and balance on the challenging wooden equipment. They find out about the natural world as they go pond dipping. Children are clear about the need to wash their hands before taking part in cooking activities and eating. Children enjoy the foods they are offered at breakfast and tea time; they are keen to participate in the planned cooking activities, such as icing biscuits. But the foods used do not raise children's awareness of healthy eating and encourage them to know about and choose healthy foods. All children learn safety procedures for their safe collection from school and are clear how to evacuate the building in an emergency.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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