

Happy Hedgehogs Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Happy Hedgehogs Pre-School is a charity run organisation and was registered in 2007. It operates from within a local authority Children's Centre situated in a residential area of Tameside. Children have access to the pre-school room, community room, family room and there is a fully enclosed area available for outdoor play. The group operates each weekday term-time only from 9am until 12noon and from 12.30pm until 3.30pm.

The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 18 children may attend the group at any one time. There are currently 41 children aged from two to under five years on roll. Children with English as an additional language and children with learning difficulties or disabilities are welcomed and fully supported at the provision.

There are seven members of staff working with the children of whom, all hold early years qualifications to a Level 3 and above. The pre-school manager holds a level 6 qualification BA (HONS) in Early childhood studies and is in the process of obtaining Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's sense of belonging is expertly fostered. They thrive in the highly stimulating environment as they are cared for by attentive, experienced staff, who know them exceedingly well. Their needs are effectively met through individualised planning and rigorous assessments. An excellent balance of adult-led and child-initiated activities result in children being competent learners, with a high degree of self confidence, who feel valued, safe and happy. Innovative self-evaluation procedures lead to improvements which are well targeted and all staff demonstrate high aspirations for continuous quality of care. Overall, effective communication with parents and other professionals promote successful partnerships, resulting in an excellent impact on the outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- reviewing all displayed information ensuring that it is regularly updated.

The effectiveness of leadership and management of the early years provision

The highly effective vetting and safeguarding procedures ensure children are well protected from harm. The robust induction procedure ensures that staff have a very clear understanding of their roles and responsibilities. Extensive risk assessments are undertaken to identify potential hazards and these are skilfully adapted to ensure that the varying abilities and personalities of individual children are taken into account. All of the staff have attended safeguarding training which ensures they have an excellent understanding of their responsibilities regarding children's welfare and Local Safeguarding Board procedures.

Exceptional leadership and management, along with highly effective team working, result in a positive, inspiring environment, clearly aimed at supporting children to achieve their full potential. Efficient systems and working practices support the staff to very effectively assess and monitor children's progress and to promptly identify any gaps in achievement. The self-evaluation of the provision is effective and incorporates the views of all the staff, children and parents. The staff team are highly motivated in their continuous professional development and are not complacent but aspire continually to do better. They regularly review what they do and look at areas of weakness and learn from mistakes, because they are highly motivated to move forward. For example, planning and assessment systems have been reviewed and changed to reflect individual needs.

Excellent partnership working ensures children relish and thrive in the pre-school. Comprehensive and individualised settling-in processes support children and families as they join the group, helping them to feel welcome. Overall, valuable information is provided for parents at the time of enrolment, and in an ongoing way, so that they are fully informed about the running of the pre-school, their children's activities and progress. However, some information displayed does not reflect current practice. Parents and children are fully valued and constantly consulted for new ideas and suggestions. This feedback is efficiently used to develop the service provided for the children. As a result, children benefit greatly from the relationships established. Partnerships with both parents and other agencies are extremely strong and a key strength of the provision. Links established with the local schools and staffs vigilant attention to detail through role play and regular discussions, ensure that children are fully supported in the transition process. These steps contribute to great continuity of care for all children.

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

Children arrive at the setting, happy, confident and full of enthusiasm. Their strong sense of security is highly promoted by the sensitive, caring, friendly staff and the vibrant, stimulating atmosphere. Children eagerly greet their friends and become

absorbed in activities of their choice. They thoroughly enjoy circle time where they complete an interactive calendar together. They enthusiastically talk about the weather and daily routines which are introduced with visual images and sign language. Children eagerly demonstrate their familiarity by informing the staff that 'it's now time for outdoor play'. Children have access to a well resourced environment, both indoors and out, which effectively supports their individual learning. Impressive support is offered to promote children's problem solving, reasoning and numeracy skills. They count, compare, match, sort and sequence confidently in all areas of their play. Children understand that by placing number one in front of zero makes the number ten. They discover the concept of measuring liquids by pouring coloured water into a variety of measuring containers. They use their observation skills to highlight that there is less or more liquid in the containers. Children are exceptionally well supported to develop their writing skills, taking part in a variety of activities to promote their pencil grip. They have access to an extensive range of resources to support them to recognise letters and numbers and many are able to clearly identify letters in their names.

The session is structured flexibly and staff make full use of the indoor and outdoor environment to maximise opportunities for children's progress and enjoyment. For example, children select lorries to take outside; they create a building site with sand and small pebbles and create ramps. They engage in gardening activities where they grow a variety of fruit and vegetables which they then prepare and taste. Staff are exceptionally skilled in engaging children in their interests as they involve themselves enthusiastically in their play, for example, by helping them to find worms in the soil. Children clearly enjoy and flourish in their company. They eagerly answer open-ended questions which build on their interests and develop their learning.

The exceptional organisation of the educational programme engages children in rich, varied and imaginative experiences that are tailored to meet all their needs. Purposeful observations and assessments are conducted and used exceptionally well in conjunction with experiences that parents share from home. The information is translated into individualised planning that clearly identifies each child's next step in learning. Children's personal files show the rapid progress that they are making in their learning. These are maintained to an exceptionally high standard, detailing photographs of the children involved in a variety of activities, their artwork, and a variety of observations which are clearly linked to the six areas of learning. Parents are given lots of opportunities to contribute to their children's files which are used to form a detailed account of children's progress. Staff are dedicated and committed to include all children, and treat them with equal concern. Empathy dolls are used effectively to enable children to express themselves and communicate their needs, along with visual time tables and sign language. Children are learning to appreciate different cultures and religions through participating in the celebration of a variety of festivals. They are able to access a wide selection of toys, resources and books that reflect diversity, providing opportunities to ask questions and learn about differences and similarities. The environment is highly inclusive.

Staff effectively support children to feel good about themselves by providing positive support, praise and encouragement, while managing their behaviour very

well, which helps to build children's self-esteem. Children show an excellent understanding of what standards of behaviour are expected. They follow simple rules of the setting without being prompted and their behaviour is exemplary. Children are kind and play cooperatively together, sharing and negotiating with each other to find solutions. Their understanding of safety issues and how they demonstrate this is exceptional. For example, they use a variety of tools such as scissors and screwdrivers safely and confidently. They demonstrate a mature response in taking responsibility about their own and others' safety. Children participate in a range of activities, developing their understanding about healthy foods and enjoy nutritious snacks during each session. Their independence is fully promoted as they help themselves to food and drinks. Active steps to minimise the spread of infection and develop children's understanding of healthy living are taken. For example, all children show an exceptional understanding of following good personal hygiene routines as they automatically wash their hands after visiting the toilet and before handling food.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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