

The Hedgehog Club

Inspection report for early years provision

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Inspector

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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.

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Description of the setting

The Hedgehog Club is privately owned and managed and was registered in 2005. It operates from within a two-storey children's centre in Rossendale, Lancashire. Children are cared for in two designated rooms on the ground floor. At times, children also use the nursery school rooms in addition to the Oak and Acorn rooms on the first floor. Children have access to secure outdoor areas which includes a purpose-designed play area and woodland. A maximum of 69 children aged under eight years may attend the setting at any one time; of these, not more than 19 may be under two years. The setting currently takes children from birth to five years of age. The setting is open Monday to Friday for 51 weeks of the year, from 8am until 6pm. The setting serves the local and surrounding areas and children attend for a variety of sessions.

There are currently 71 children on roll who are all within the early years age group. Of these, 36 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 15 members of staff, including the manager, who work directly with the children. All of the staff hold appropriate early years qualifications to at least level 3 and one member of staff holds a relevant foundation degree. In addition three members of staff hold Qualified Teacher Status and two hold Early Years Professional Status. The setting works in partnership with the nursery school and local feeder schools. The setting receives support from the local authority and Sure Start.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff provide an extremely warm, caring, safe and innovative learning environment. Excellent monitoring of individual children and the skilful and supportive approach of key persons, enable staff to tailor learning experiences to suit the needs of each child. All children are included and make extremely rapid progress as they explore and learn within a rich, varied and challenging, indoor and outdoor space. Overall, equality and diversity is extremely well promoted. Outstanding partnerships with parents, carers, outside agencies and excellent links with other settings which children attend, ensure consistency in children's welfare and learning. Comprehensive self-evaluation and an ongoing cycle of continuous improvement, promotes reflection and rigorous monitoring, that influences excellent outcomes and very effectively supports sustained improvement.

What steps need to be taken to improve provision further?

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

- increasing further the range of images and resources which nurture children's respect for their own cultures and beliefs and those of other people.

The effectiveness of leadership and management of the early years provision

Robust procedures to safeguard children are fully in place and safeguarding procedures are highly effective including vetting and recruitment procedures. Children's welfare is promoted to an exceptionally high level through the rigorous maintenance of records, policies and procedures that cover all aspects of the setting. The management have a high commitment to the development of staff through extensive ongoing training and development. For example, the head of centre is trained to deliver level 1 safeguarding to staff and holds level 4 safeguarding. Most of the staff team hold current first aid certificates. Risk assessments are comprehensive and robust. Children are supervised well at all times. As a result the promotion of children's safety and well-being is excellent.

Staff are exceptionally well deployed, particularly to the outside area as children move freely between the play spaces throughout the day. The setting has an excellent and vibrant range of resources for outside, as well as indoor play. For example, the setting has recently reviewed the environment layout to ensure the resources support all groups of learners. The environment is exceptionally well organised to support children's learning and development. Children are able to choose what they would like to play with for themselves, because resources are easily accessible. This means that children are able to thrive and make excellent progress in their learning and development.

The setting has an exceptionally high capacity for improvement, which is demonstrated through the ongoing improvement achieved since the last inspection. Monitoring systems for self-evaluation are extremely effective and the setting takes into account the views of children, parents, carers, staff and other professionals in the process. The setting has achieved a recognised quality award. There is an excellent cycle of continuous improvement in place with a commitment to improve outcomes for children. Liaison with parents, carers and external agencies is excellent. From the start, parents are involved in all areas of their child's development. The highly effective exchange of information ensures that the unique capabilities of each child are recognised and promoted effectively through home visits. Inclusive practice and equality and diversity is exceptionally well promoted. For example, children with special educational needs and/or disabilities and those who speak English as an additional language follow individual educational programmes developed in consultation with parents and other professionals. The setting has extremely well established links with specialists and other professionals to develop its practice and support children. The setting have formed excellent relationships with local schools that children attend and provide

an excellent range of transition information to them, promoting very positive outcomes for the children.

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

Children really enjoy being in this setting and are extremely familiar and secure in its routines. Younger children and those new to the setting, are able to move freely, safely and confidently around. This is because the highly skilled staff provides an extremely safe environment and promotes clear boundaries, such as walking, good manners and being kind to friends. Children demonstrate an excellent sense of belonging and are encouraged to respect their space and tidy up. They are developing an excellent awareness of danger issues as staff actively involving them in identifying any hazards or risks when playing in the forest area. Children enjoy an extremely balanced healthy diet and freshly prepared meals. In addition the setting has successfully gained 'Recipe for Life', a healthy eating award. Children learn about good hygiene because staff encourage them to follow meticulous hygiene routines for washing their hands before meals and after visiting the toilet. Children have free access to an outdoor play area, which is an excellently resourced playground. They also enjoy running, playing in dens, sand and water and participating in parachute games.

Children eagerly play with wooden building blocks and sing the 'Grand Old Duke Of York' with a musical drum. They confidently join in activities such as 'Little Sports Superstars' and 'Tatty Bumpkins' sessions that promote physical activities extremely well. Children are making excellent progress towards the early learning goals. Babies are beginning to develop very good skills in exploring their surroundings with real interest with an excellent range of appropriate resources. They respond and communicate extremely well with adults, by vocalising and through gestures and actions. They enjoy listening to a member of staff singing nursery rhymes during 'What's in the Box', a session to promote early language skills. Staff listen to the older children intensely and support their speech, communication and thirst for knowledge, extremely well. Older children have extensive opportunities to learn about numbers and recognise letters. They learn about linking sounds to letters of the alphabet by using phonics. This means that their communication and language skills are promoted exceptionally well. Children attentively listen to stories and look at books, turning the pages to find their favourite picture and talking about what they can see. They receive numerous opportunities to try out their early writing and drawing skills through an excellent selection of materials. They enjoy being able to write and draw wherever they are, both inside or outside as all areas have an excellent selection of resources for them to choose from.

Children are developing excellent skills for the future with the use of information and communication technology equipment. For example, a computer and interactive smart board is freely available. Children learn about the wider world as they go on an excellent range of walks and visits into the local community. They are helped to understand differences in the society they live in, through celebrating a range of festivals and celebrations. However, the range of images and resources

which nurture children's respect for their own cultures and beliefs and those of other people is less well developed. Children behave exceptionally well, share and are motivated and responsive to staff. They make many choices and decisions in all areas of the setting. Exemplary behaviour is reinforced through praise and encouragement by staff. Children are encouraged to work together as a team when collecting beads, which they place in a jar. All children have the opportunity to take 'Beat Baby' home for a visit each week. Children are extremely independent learners. They confidently serve their own vegetables, clear their plates and self-register on arrival and when leaving the setting.

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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