

# Happy Hedgehogs Pre-School



Waterloo Children's Centre, Store Street, Waterloo, Tameside, OL7 9QA

## Inspection date

21 January 2016

Previous inspection date

5 March 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The well-qualified staff team provides children with an excellent range of exciting activities, both indoors and outdoors. Children benefit from a huge variety of high-quality resources that effectively promote all seven areas of learning. They are self-confident, interested and motivated, and develop extremely positive attitudes towards learning.
- Staff accurately observe and assess children in order to plan sharply focused activities for the next steps in their learning. All children's individual learning needs are superbly met and they make rapid progress in relation to their starting points.
- The quality of teaching is outstanding throughout the pre-school. Staff know when to extend children's play and learning and when to stand back and observe. This enables children to initiate their own learning, while at the same time receive excellent support through high-quality adult interactions.
- Key persons are highly skilled and sensitive and help children to form extremely strong emotional attachments. Children's sense of belonging and feeling of security is promoted to the highest level.
- Partnerships with parents are a key strength of the pre-school and the crucial role parents play in their child's ongoing learning and development is highly valued. Exceptionally effective systems are in place to exchange information about children's learning and build excellent links between the pre-school and home.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- continue to enhance the excellent knowledge and skills of staff even further, in order to build on the already outstanding practice and to continue to improve learning outcomes for all children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector talked to staff and children throughout the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability and qualifications of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Julie S Kelly

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Rigorous recruitment and vetting procedures ensure that staff are safe and suitable to work with children and they have an excellent understanding of how to protect children from harm. The training they attend is carefully targeted to ensure it has a positive impact on learning outcomes for children. Arrangements for self-evaluation are highly effective and take into account the views of staff, children and parents. As a result, strengths and weaknesses are swiftly identified and addressed, and plans for improvement are sharply focused and achievable. Extremely effective arrangements for supervisions and checking staff performance lead to outstanding practice throughout the pre-school. The manager recognises that the continual development of staff knowledge and skills is crucial to consistently improve practice and the quality of teaching and learning.

### Quality of teaching, learning and assessment is outstanding

Staff have high expectations of what each child can achieve. Children are encouraged to make the best possible progress and the achievement gap is narrowing. All children, including disabled children and those with special educational needs and children who speak English as an additional language, are superbly supported. Staff work in very close partnership with external professionals to promote each child's learning needs, through a highly effective shared approach. An extremely strong emphasis is placed on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. In addition, children take part in phonic activities and have an array of opportunities to read and write and access activities to help develop early mathematical skills. This contributes significantly to supporting children to acquire the skills, abilities and attitudes that provide them with a firm foundation for their future learning and, eventually, school.

### Personal development, behaviour and welfare are outstanding

Children are well settled, happy and content in this high quality, homely and nurturing environment. Staff use a thumbs-up sign followed by the words good choice and a thumbs-down sign followed by the words bad choice to teach children right from wrong. This is one of many impressive ways staff help to support children's understanding of appropriate behaviour. Children develop high levels of self-esteem through consistent praise and encouragement when they do well or are kind. Their behaviour is exemplary. Staff are extremely sensitive and caring and ensure that children's physical and emotional needs are consistently met to promote their self-esteem and welfare.

### Outcomes for children are outstanding

All children make consistently rapid progress, including children whose starting points are below expected levels of development. Staff give priority to the safety of children and effectively support their growing understanding of how to keep themselves safe and healthy. Children develop exceptionally good independence skills because staff encourage them to do things for themselves whenever possible. One example of this is when children put on and fasten their own coats before going outside to play.

## Setting details

<b>Unique reference number</b>	EY360959
<b>Local authority</b>	Tameside
<b>Inspection number</b>	849618
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	18
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Happy Hedgehogs Pre-School Committee
<b>Date of previous inspection</b>	5 March 2012
<b>Telephone number</b>	0161 339 3034

Happy Hedgehogs Pre-School was registered in 2007. The pre-school operates each weekday, term time only, from 8.45am until 11.45am and from 12.30pm until 3.30pm. It provides funded early education for two-, three- and four-year-old children. The pre-school supports disabled children and those with special educational needs and children who speak English as an additional language. There are five members of staff working with children, four of whom hold an appropriate early years qualification at level 3. The pre-school manager holds Early Years Professional status.

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