

Hedgehogs Preschool at Crackley

CRACKLEY BANK CP SCHOOL, Blackthorn Place, Newcastle, ST5 7BE



Inspection date	17 May 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The quality of teaching overall is good. Children are happy and enthusiastic learners who are making sound progress in their learning.
- Parents are actively encouraged to become fully involved in all aspects of their children's learning and care. Parents receive regular information about their child's progress and good support to help children's learning at home.
- Partnerships with external agencies are well established and staff work well with other professionals to meet the needs of the children. Strong links with local schools help to provide a smooth transition process for the children.
- Staff help children to understand what is expected of them and how to behave. Children are able to share their feelings. They learn how to negotiate tasks and play cooperatively with each other.
- Children are encouraged by staff to develop their communication and language skills. Staff use a wide range of questioning techniques to extend children's vocabulary.
- Staff have a good awareness of how to keep children safe and maintain their well-being.

It is not yet outstanding because:

- Staff do not always organise group activities effectively, to keep all children engaged and support them to get the most out of the learning opportunities.
- The process of monitoring and evaluating staff practice is not incisive enough to promote highly effective teaching.

What the setting needs to do to improve further

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

- review the organisation of group activities to fully support children's learning and enjoyment
- develop a more effective process for evaluating staff practice to promote highly effective teaching.

Inspection activities

- The inspector observed the quality of teaching both indoors and outdoors, and assessed the impact on the children's learning.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector looked at relevant documentation, such as the self-evaluation, children's learning journeys and planning.
- The inspector looked at policies and procedures and checked evidence of staff qualifications and suitability.
- The inspector took into account the views of parents during the inspection.

Inspector

Lindsey Wallwork-Jones

Inspection findings

Effectiveness of the leadership and management is good

The management team and staff demonstrate good knowledge and understanding of how children develop and learn. They skilfully plan and provide a wide range of experiences based on a secure understanding of children's individual needs and interests. By monitoring and tracking groups of children, intervention can be sought when needed. The arrangements for safeguarding are effective. All staff are trained in child protection procedures. The management are reflective of the provision. Staff are well qualified and appropriate supervision and training opportunities support them to improve the effectiveness of their teaching. There are excellent links with external agencies, which helps to provide consistency for all children's care and learning needs.

Quality of teaching, learning and assessment is good

Staff provide children with good opportunities to develop their physical skills. For example, children thoroughly enjoy taking part in a dance classes. They excitedly play with coloured rice to fill, tip and pour from one sized container to another. Staff use this opportunity well to support children's mathematical understanding. Staff engage in meaningful conversations with children, modelling language and extending their vocabulary. Staff create innovative ways of supporting children who have special educational needs or disability, to extend their learning opportunities. Information is shared with parents, who also share their own examples of children's learning at home. This supports children's learning both at home and in the pre-school.

Personal development, behaviour and welfare are good

Staff provide a safe, stimulating and well-resourced learning environment in which the children are eager to play and learn. Children confidently follow daily routines, such as setting the table for snack time. They express delight at being given the responsibility of the task. Staff teach children how to stay safe. For example, they talk about fire drills and encourage children to listen to instructions. Staff are skilful in supporting children with their social skills of taking turns and sharing. Children are praised and rewarded for their efforts and achievements. The key-person system is very effective and staff know the children and their families well. Toys and books reflect the diversity of other cultures and help children learn to accept differences. Good information sharing between staff, parents and external agencies ensures all children receive continuity of care in their physical and emotional needs.

Outcomes for children are good

All children make good progress from their starting points. This includes children in receipt of additional funding and those who need additional support. Key skills are taught well, so children make good progress. Children's independence and self-help skills are encouraged by staff throughout the daily routine. Children also understand that, at times, they need to sit quietly and concentrate. This helps to prepare them for school or their next stages in learning.

Setting details

Unique reference number	EY478081
Local authority	Staffordshire
Inspection number	979034
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	31
Name of registered person	Gemma Jayne Rochelle
Registered person unique reference number	RP909502
Date of previous inspection	Not applicable
Telephone number	07812183939

Hedgehogs Preschool at Crackley was registered in 2014 and has close links with Crackley Bank County Primary School, in Newcastle-under-Lyme. The preschool employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, three hold level 3 and one holds level 2. Sessions are from 9am until 3pm Monday to Friday, during term time only. The preschool provides funded early education for two-, three- and four-year-old children.

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