

# The Hedgehog Club

Staghills Children's Centre, Top Barn Lane, Rossendale, Lancashire, BB4 7UE



## Inspection date

20 June 2016

Previous inspection date

11 May 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 management team is visionary and has the highest expectations for all children. An experienced staff team provides a wealth of enriching learning experiences for children. Staff inspire children to explore, question and consider the world around them.
- The staff team has an excellent knowledge of the early years foundation stage. The quality of teaching is outstanding and motivates all children to become independent, active learners. Children who speak English as an additional language are supported extremely well. Children who have special educational needs or disability are cared for by passionate and knowledgeable staff.
- Partnership working is superb and actively contributes to the excellent care that children receive. The staff complete robust assessments of children's individual needs and liaise with parents on a consistent basis to understand the changing interests of children. Partnerships with a wide range of professionals help to support and guide children's learning and development.
- The indoor and outdoor learning environments have an extremely positive impact on children's development. Staff have attended specialised training in teaching in the outdoors, which enables them to offer innovative learning opportunities for children. Children gain a love of the outdoors and thrive in this vibrant environment.
- Children have made strong secure attachments with staff. Staff are extremely good role models and provide exemplary levels of care. Children's individual care and learning needs are supported extremely well. Children use their manners, consider the needs of others and play cooperatively to share and take turns. Behaviour is excellent.
- The management team and staff work closely together to evaluate the nursery provision. The views of parents and partners are highly sought and drive continual improvement. Evaluation is targeted and sharply focused, which improves outcomes for children.

## What the setting needs to do to improve further

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

- strengthen the already excellent ways in which staff work as a team, so that all staff have a focused understanding of children's needs and how the quality of provision can be developed even further.

### Inspection activities

- The inspector observed activities in the indoor and outdoor environment.
- The inspector observed the quality of teaching throughout the inspection and undertook a joint observation with a member of the management team.
- The inspector spoke with children, parents, staff and the management team at appropriate times during the inspection. The views of parents were taken into account.
- The inspector looked at documentation and discussed children's progress towards the early learning goals.
- The inspector held a meeting with the management team. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.

### Inspector

Elisia Lee

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The leadership and management team is inspirational. It sets high expectations and employs staff who are passionate about early years practice. There is a strong drive for continual training and learning, which is underpinned by excellent systems for performance management. Staff attend highly effective supervision sessions and appraisals where they are set individual professional development goals. The arrangements for safeguarding are effective. Staff are aware of the authorities to contact if they have concerns about a child's welfare. Superb levels of evaluative practice are in place, which provides management with a clear vision of future developments. Meticulous systems of assessment identify any gaps in children's learning. Staff work exceptionally well as a team. However, the management team recognises that not all staff have the same in-depth understanding of the provision.

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

Staff are excellent teachers. They plan activities that inspire children and meet their next steps in learning. For example, children explore the wooded area outside. Before exploring, they gather as a group, staff introduce a particular focus and then children initiate their own play. For example, making their own paint using crushed berries and considering different patterns as they make imprints into clay plaques with flowers and leaves. Activities evolve through children's interests. For example, children have recently been interested in weddings; this has developed into them designing wedding outfits, choosing suitable music and making a wedding cake before taking part in a ceremony with the participation of parents. Focused assessment highlights gaps in children's development, which are swiftly addressed. All areas of learning are superbly promoted and children make excellent progress.

### Personal development, behaviour and welfare are outstanding

Staff have created a nurturing and imaginative environment. Resources and learning opportunities are of the highest quality. Staff have a highly comprehensive understanding of children's care and learning needs. They value children's opinions and behaviour is exemplary. Excellent levels of care are offered and comprehensive settling-in sessions support children through change. Staff help children to understand the wider world, and their health, welfare and well-being are superbly promoted. For example, children undertake their own risk assessments as they independently search for eye protection goggles when using hammers and are extremely careful when using gardening tools. Opportunities for children to initiate their own play, build their confidence and develop independence skills are promoted extremely well. Key information is consistently shared with teachers so that children can be well supported as they prepare for school.

### Outcomes for children are outstanding

All children are progressing exceedingly well in all areas of learning. Children are independent, active learners who have a thirst to explore and learn. They make outstanding progress and are superbly prepared for their future education, including school.

## Setting details

<b>Unique reference number</b>	EY317825
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	849059
<b>Type of provision</b>	Full-time 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>	0 - 4
<b>Total number of places</b>	69
<b>Number of children on roll</b>	85
<b>Name of registered person</b>	The Hedgehog Club
<b>Registered person unique reference number</b>	RP525972
<b>Date of previous inspection</b>	11 May 2012
<b>Telephone number</b>	01706 213303

The Hedgehog Club was registered in 2005 and is managed by a voluntary management committee. The nursery employs 12 members of childcare staff. Of these, one holds qualified teacher status and 11 hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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