

# Hedgehogs Preschool At Silverdale



Silverdale Primary Acadmey, Racecourse, Newcastle, Staffs, ST5 6PB

**Inspection date** 25 January 2017  
Previous inspection date Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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 is very strong. High-quality interactions between the staff and children are used effectively to support all aspects of children's development. Motivated and enthusiastic staff challenge children's thinking through a good range of questioning.
- The leadership team is highly qualified and supports staff to improve their practice. Thorough self-evaluation is completed regularly and takes into account the views of staff, children and parents. There is a clear drive for improvement with identified actions in place to further improve the outcomes for children.
- An effective key-person system ensures that children form close relationships with staff. Staff are knowledgeable and responsive to children's needs. They place an emphasis on developing children's emotional well-being. They give lots of praise to children during activities, supporting their good self-esteem.
- Staff make regular observations of children and assess their progress. Key persons identify next steps for learning and share them with other staff and parents. This means they work together to promote children's learning and development. As a result, children make good progress.

### It is not yet outstanding because:

- The monitoring of children's progress, for specific groups of children, is not yet accurate enough to clearly identify potential gaps.
- Opportunities to extend children's early literacy skills, such as developing their phonic knowledge, are not always maximised.

## What the setting needs to do to improve further

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

- extend further the monitoring of children's progress to ensure any potential gaps in the learning and development for groups of children are identified quickly, therefore, enabling all children to make the best possible progress
- extend further the monitoring of children's progress to ensure any potential gaps in the learning and development for groups of children are identified and targeted quickly; helping all children to make the best possible progress.

### 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 held a meeting with the pre-school manager and discussed their self-evaluation. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector completed a joint observation with the pre-school manager.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Lynsey Hurst

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a very good understanding of child protection and are clear about who to contact should they have a concern about children's welfare. Comprehensive policies and procedures are reviewed regularly and support staff's practice in ensuring children are kept safe and protected from harm. Robust risk assessments are conducted for the indoor and outdoor areas and help to maintain children's safety. The staff team is highly motivated and passionate about their work. They are provided with excellent support from a strong leadership team who values them. Partnerships with the host school are strong. They work closely together to ensure children have a smooth transition into school life.

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

Staff ensure that children are engaged in meaningful activities. Children have access to the outdoor learning environment throughout the day. This enables all children to maximise their potential for learning in an environment that meets their preferred learning style. Motivated staff deploy themselves effectively to monitor children's play and offer support when needed. Staff have a very good understanding of children's next steps for learning and extend these at every opportunity. For example, when children are playing with dinosaurs, staff challenge the children to walk and stomp like a dinosaur to improve their physical development. Children's communication and language skills are promoted well. During welcome time, children are introduced to a vast range of language. For example, they talk about days of the week, the date and months of the year, and use language relating to time, such as yesterday and tomorrow. Partnerships with parents are good. Information is gathered from parents on entry to the pre-school to ensure starting point assessments are accurate and reflect children's skills and abilities.

### Personal development, behaviour and welfare are good

Children are happy and confident in the pre-school. A warm, caring and nurturing environment encourages children to develop secure attachments and close friendships. Children quickly develop independence and self-confidence. Children are extremely well behaved and are provided with clear expectations. Children have a good understanding of keeping themselves healthy. They are developing good hygiene practices and understand the need for good handwashing. Children are introduced to diversity through a range of activities. For example, children engage in role play and creative activities to develop their knowledge of Chinese traditions and the Chinese new year.

### Outcomes for children are good

All children, including those who receive funded early education, are making good progress. Children are enthusiastic and motivated learners who are keen to explore and try new activities. They develop the skills, knowledge and attitudes to learning that prepare them well for starting school. Children explore their environment with confidence and feel happy and secure. Children are independent and manage their personal hygiene needs consistently well for their age.

## Setting details

<b>Unique reference number</b>	EY489654
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1013024
<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 - 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Gemma Jayne Rochelle
<b>Registered person unique reference number</b>	RP909502
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07812183939

Hedgehogs Preschool At Silverdale was registered in 2015 and is based within Silverdale Primary Academy. The pre-school employs six members of childcare staff. All staff hold appropriate early years qualifications at level 3 and the manager and deputy manager hold a degree in early years childhood studies. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until midday and midday until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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