

Hedgehogs Pre-School at Maryhill

MARYHILL CHILDREN CENTRE, Gloucester Road, Stoke On Trent, ST7 4DJ



Inspection date	7 September 2017
Previous inspection date	12 February 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 manager's self-evaluation is thorough, and shows a commitment to continually making improvements, to help children achieve good outcomes. She monitors the quality of teaching closely to ensure it is consistently of a good standard.
- Staff use information from observations to plan for each child's unique learning needs. They use children's interests effectively to engage and motivate them to learn. Children make good progress from their starting points.
- An effective key-person system ensures that children form secure attachments with staff. A nurturing approach helps children to settle well, and to feel safe and secure.
- Staff establish strong and trusting relationships with parents. They work closely with parents to support children's needs.
- Partnerships with the local school are good. Children take part in school activities. They access the school play areas regularly, and take part in joint learning experiences. As a result, they are well prepared for the move on to school.

It is not yet outstanding because:

- Although the manager tracks the progress of groups of children, this is very broad. The information gathered is not always, an accurate enough reflection of children's development, to enable her to evaluate the reasons why any gaps in children's learning occur.
- Occasionally, daily routines can reduce children's engagement in learning. For example, snack time occurs just as children are settling down to play at the beginning of the session.

What the setting needs to do to improve further

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

- refine the system for monitoring children's progress, so that it reflects children's development even more precisely, and enables any gaps in children's learning to be swiftly identified
- review the organisation of routines to maximise every opportunity children have to engage in learning.

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 completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation, such as policies and procedures, and evidence of the suitability of staff working in the pre-school.
- 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 are clear about their role in protecting children from harm. They know how to identify possible signs of abuse or neglect, and are fully aware of what to do should if they have any concerns about children's welfare. Parents are complimentary about the setting and comment that they are provided with activities and ideas to support their child's learning at home. Staff have access to regular training and continuing professional development opportunities. Systems for supervision ensure staff are provided with opportunities to talk about children's learning and development.

Quality of teaching, learning and assessment is good

Staff have a very good understanding of how children learn, and provide them with fun learning experiences that motivate and engage them. They support children's early literacy and mathematical skills extremely well. Staff engage children in activities to develop their understanding of weight and quantity. For example, children experiment with scales, and staff use skilful questioning to challenge their thinking about how to tell, which objects are the heaviest and why. Children look at themselves in mirrors and talk about their facial features. They then create pictures of their faces to help them understand similarities and differences. Staff challenge them about eye and hair colour, and the number of features they have. Then introduce positional language, such as above and below. Staff adapt their questioning skills to suit the different abilities and understanding of the children.

Personal development, behaviour and welfare are good

Children's independence and self-care skills are promoted well. For example, children serve themselves drinks at snack times and manage their personal hygiene needs appropriately for their age. Children are developing a good understanding of healthy lifestyles. Staff engage them in regular discussions around healthy food choices, and the importance of eating a balanced diet. Staff are good role models. They sit and eat lunch with the children to promote good table manners and independence with accessing food packaging. Daily opportunities to be active in the outdoor areas help to promote their good health and physical well-being.

Outcomes for children are good

Children make good progress in their learning from their starting points, including those who speak English as an additional language. Children access resources independently to extend and enhance their interests. Children are well-behaved and well-mannered. Older children help younger children to learn about the expectations of the pre-school. For example, they tell them they need to wear aprons for messy play and why. Children's concentration levels are good and they engage fully in activities.

Setting details

Unique reference number	EY468901
Local authority	Staffordshire
Inspection number	1088220
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	21
Number of children on roll	21
Name of registered person	Gemma Jayne Rochelle
Registered person unique reference number	RP909502
Date of previous inspection	12 February 2014
Telephone number	07812183939

Hedgehogs Pre-School at Maryhill registered in 2013. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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