

Heytesbury Hedgehogs Pre School



Heytesbury C of E Primary School, Heytesbury, Warminster, Wiltshire, BA12 0EA

Inspection date	22 March 2018
Previous inspection date	11 November 2015

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

- Children and families build good bonds with their keyworker. This helps children feel safe and secure, and ready to learn.
- Staff create a welcoming and relaxed atmosphere where children develop a sense of belonging. Children feel that their views count. Staff value their ideas and interests, and praise their efforts and achievements. Staff support children effectively to develop good levels of independence and confidence.
- The manager has built good links with schools, parents and outside agencies. She acts on any advice given quickly and effectively, to directly impact on children's learning and development.
- Staff manage children's behaviour well. Children learn to follow instructions, share, take turns and play harmoniously together. Their behaviour is good.
- Staff teach the children about the local community and the wider world effectively. For example, parents share skills and children visit local farms to experience what they have been learning about. This helps support their understanding of the world.

It is not yet outstanding because:

- Staff miss opportunities to fully use the good knowledge parents have of their children, to help them understand what children can already do when they start.
- On occasions, the manager misses opportunities to fully support the staff's personal development to raise teaching standards even higher.

What the setting needs to do to improve further

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

- develop ways to consistently use parents' knowledge of their children, to enhance the baseline assessment and inform planning from the outset
- continue to support staff to raise teaching standards to the highest levels.

Inspection activities

- The inspector observed the activities, the quality of teaching and supervision of children, indoors and outdoors.
- The inspector held discussions with the manager and spoke with children and staff at appropriate times throughout the inspection.
- The inspector looked at a range of documentation, including staff's suitability checks, organisation of staffing, self-evaluation, observations of children's learning, planning records and documentation linked to the monitoring of children's progress.
- The inspector had a tour of the building and looked at available resources, indoors and outdoors.
- The inspector considered the views of parents spoken to on the day.

Inspector

Tracey Cook

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of safeguarding procedures and know what to do to help protect children from harm. The provider has rigorous recruitment and induction procedures to help ensure the continued suitability of staff. Staff have recently attended training about supporting early writing skills for boys. The manager has used the knowledge gained to introduce new ways of making writing enjoyable for boys, for instance, making a builder's yard for children to write down what they might need to build houses. The manager and staff team are committed to achieving the best possible outcomes for children. Self-evaluation leads to action plans for improvement, and the provider monitors the positive impact these have on children's learning.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children develop and have high expectations of what each child can achieve. Staff are enthusiastic and offer children a wide range of experiences to enhance their learning. For example, children explore the forest on an Easter-egg hunt, sing at the old people's home and visit the local church. Staff monitor children's development effectively. They use effective systems to overcome any gaps in learning, to meet the needs of each individual child. All children, including those who receive additional funding, make good progress from their starting points.

Personal development, behaviour and welfare are good

Children are happy, settle quickly and benefit from nurturing staff who are welcoming when they arrive. Staff effectively build children's and families' self-esteem and work well with parents. Children learn about being healthy. For example, staff teach children to wash their hands and follow good hygiene routines. Children have good opportunities to play outside, be physically active, and develop good coordination and control. For instance, children run and climb as they search for Easter treats hidden in the forest. This supports their physical development. Children learn to keep themselves safe. For example, they handle scissors and knives safely and are aware that they may be sharp.

Outcomes for children are good

Children learn skills that prepare them well for their next stage of learning, including going to school. Children are independent and confident. For example, older children confidently learn words, stand on the stage and perform a short play to the parents. Children develop good critical-thinking skills. For instance, they build train tracks and take care thinking which way they want the trains to go. Children enjoy listening to stories and recalling what they have learned. This helps support their early reading skills.

Setting details

Unique reference number	145876
Local authority	Wiltshire
Inspection number	1127185
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	16
Number of children on roll	36
Name of registered person	Heytesbury Hedgehogs Pre school Committee
Registered person unique reference number	RP522743
Date of previous inspection	11 November 2015
Telephone number	07870 472091

Heytesbury Hedgehogs Pre School registered in 1990. The pre-school is located in a classroom in Heytesbury Primary School in Wiltshire. It operates Monday to Friday from 9am until 3pm, during term time only. There are five staff who work with the children. Three of the staff hold childcare qualifications at level 3, and one holds a qualification at level 2. The pre-school is in receipt of funding for free early education for children aged two, three and four years.

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