

Happy Hedgehogs Pre School

Sir John Moore Foundation, 101 Top Street, Appleby Magna,
SWADLINCOTE, Derbyshire DE12 7AH

Inspection date	19 September 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- Staff do not use the information that they gather from assessments well enough to identify each child's learning needs accurately or precisely, to ensure children make good enough progress in all areas of learning.
- Children do not consistently get the opportunity to complete self-chosen activities to their own satisfaction as staff call them to join in with group times.
- Self-evaluation processes are not fully robust to identify and target all weaknesses effectively.

It has the following strengths

- Children are happy and well settled. They develop secure relationships with the staff and leaders. Staff are kind and caring. They support children's behaviour well and act as positive role models for children.
- The manager and staff work in partnerships with parents, schools and other professionals to maintain a two-way flow of information and continuity of learning and care.
- Children benefit from opportunities to be physically active and to learn outdoors. At times, they are curious and use their problem-solving skills well.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve the quality of assessment procedures and ensure that all staff use the information gathered effectively to identify each child's individual learning needs.	31/10/2018

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

- manage changes to routines more effectively to help minimise interruptions to children's learning, to help them complete their tasks to their satisfaction
- make better use of ongoing self-evaluation to help target further areas of improvement and take the setting to a higher standard.

Inspection activities

- The inspector spoke with members of staff and children at appropriate times during the inspection and held discussions with the managers.
- 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 evaluation of an activity with the manager. She discussed children's learning and development. She looked at children's learning records and discussed the progress they make.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.
- The inspector sampled a range of documentation, including attendance records, evidence of staff suitability checks and documentation linked to managing children's progress.

Inspector
Jan Hughes

Inspection findings

Effectiveness of leadership and management requires improvement

Self-evaluation is not fully successful. Although management has identified most areas of weakness, improvement action is still in its initial stages and not fully effective. Safeguarding is effective. All staff are trained in child protection policies and procedures. They know what to do if they have concerns about a child or a member of staff. This helps to keep children safe. Management follows secure procedures to recruit new staff safely, such as ensuring they undergo appropriate vetting checks. Management meets with all staff regularly to offer support and develop their individual practice. Staff attend training to help improve their knowledge and skills. For example, they have attended training on children's communication skills. This has helped the way staff teach communication and language effectively.

Quality of teaching, learning and assessment requires improvement

Staff regularly observe and assess children's development. However, information gathered from assessment is not effectively used to target individual learning needs and to identify children's next steps in development. Systems to monitor children's progress are in their infancy and not fully developed. Despite this, staff interact with children in a positive manner, and teach communication and language skills well. They provide younger children with a running commentary to help their speaking skills, while asking older children thought-provoking questions to help them to think. Older children engage in role-play activities. They create their own 'soup', as they play with the real vegetables in the play kitchen. This helps to develop their imaginative skills.

Personal development, behaviour and welfare require improvement

Weaknesses in assessments mean that some children are not supported to learn as much as they can. Despite this, staff follow children's interests and are attentive to their needs. They meet children's personal needs appropriately and supervise them effectively to ensure their safety. However, at times, staff interrupt children's learning, such as calling them to join group times. Staff promote healthy lifestyles. For example, children follow appropriate hygiene routines, enjoy healthy snacks and meals, and have daily opportunities to be physically active outdoors. Children gain a positive awareness of people's differences and similarities. They learn about different festivals and their local community. Transition arrangements are good and help with the move to school.

Outcomes for children require improvement

Children gain some skills that support them with the next stage of their learning and their eventual move to school. For example, they are kind and considerate, and develop good social skills. They concentrate and listen to stories, and are developing positive attitudes to their learning. However, weaknesses in assessment mean that children do not make the best possible progress.

Setting details

Unique reference number	EY538299
Local authority	Leicestershire
Inspection number	10076895
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	28
Number of children on roll	40
Name of registered person	Happy Hedgehogs Pre School Partnership
Registered person unique reference number	RP908381
Date of previous inspection	Not applicable
Telephone number	07815825151

Happy Hedgehogs Pre School registered in 2016. The nursery opens Monday to Friday, all year round, except for two weeks at Christmas and bank holidays. It is open from 7.30am until 6pm. The nursery employs nine members of staff. Of these, seven hold appropriate early years qualifications at level 2 or 3. The one manager holds a foundation degree in childcare studies. A breakfast- and after-school club provision is also provided for the children who attend the host school. The nursery provides funded for early education for two-, three- and four-year-old children.

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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