

Hedgerow Nursery Limited 1

179 Cromwell Lane, Coventry CV4 8AN



Inspection date	5 December 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
Effectiveness of 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

- Staff support children successfully so that they make good progress. They observe and assess children's level of development and provide activities that challenge children well so that they reach the next stage in their learning.
- Staff work effectively with parents to ensure that they consistently meet children's care and learning needs and support children's experiences at home. For example, some of the mums are expecting babies and staff are helping young children understand how to be gentle while playing with baby dolls.
- Children are emotionally secure and make good progress in their communication and language development. At the beginning of the day, staff divide the two-year-old children into groups of younger and older to challenge them in accordance with their stage of development. During a short adult-led activity staff effectively support the children's listening, understanding and speaking skills.
- Children benefit from very good opportunities to learn about the natural world, for example, by learning how to care for the nursery's chickens and goats. The chicken coop is at the end of the nursery garden and above it there is a hide where children can see open fields and watch for and talk about wildlife, such as foxes and deer.
- Leadership and management are effective. The manager works with staff to review the provision and identify areas for improvement. For example, with use of a quality assurance tool obtained through attending training provided by representatives of the local authority.
- Staff do not make the most of some opportunities to support two-year-old children in exploring and finding things out for themselves.
- Links with all other settings where children attend part time are not fully effective to ensure continuity of learning for children.

What the setting needs to do to improve further

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

- make the most of opportunities to support children in exploring, investigating and finding things out for themselves
- extend links with all other settings where children attend part time, to share information and fully address continuity of learning for children.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held meetings with the provider and the manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector completed joint observations with the manager.
- The inspector took account of parents' views.

Inspector

Jan Burnet

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the signs of abuse and neglect, and they know the internal and the local referral procedures to follow if they are concerned about a child. The indoor and outdoor premises are safe and secure and staff are aware of their responsibilities to continually supervise children. Procedures for recruitment, selection, vetting and induction are good. The manager uses her knowledge and experience to monitor the effectiveness of teaching and learning. She regularly observes practice, recognises staff members' strengths and any areas for improvement and identifies training needs with staff during supervisory meetings. The manager ensures that all staff keep their paediatric first aid, safeguarding and food hygiene knowledge up to date. Parents say that their children are making good progress and that their children's key persons keep them very well informed.

Quality of teaching, learning and assessment is good

Staff use their observations and assessment of children's learning to plan activities that challenge children successfully. Children practise their good handling skills while they play with a good variety of toys and tools. Babies make marks while they manipulate cars through paint. They know how to operate toys with buttons and simple mechanisms. Two-year-old children count while they build towers with bricks. Staff support them in solving problems. For example, they ask the children to count how many of them are sitting around a table to play with dough. There are five children and staff divide the dough into two. They ask the children if the two pieces are enough to go round. The children know that they are not. Older children concentrate well while playing with resources that effectively support their mathematical learning. They scoop pasta into balancing scales. Staff support children's thinking and speaking skills well, for example, through asking open-ended questions about how to make the scales balance.

Personal development, behaviour and welfare are good

Relationships between staff and children are very good. Staff offer good support for young children's learning about different emotions. They show the children pictures that show different facial expressions and they ask the children to decide, for example, which picture shows a sad face. Staff promote children's self-esteem effectively, such as through acknowledging and praising their efforts and achievements. Older children show consideration for others and understand expectations for sharing, turn taking and collaborating with their peers. Children eat healthy food and they are physically active. Each day begins for the older children with a physical activity before staff encourage them to focus on the activities available to them in the playroom.

Outcomes for children are good

Children make good progress in readiness for the move on to school. Older children readily engage in conversation and express themselves confidently. Babies and young children express themselves through gestures and expression and make good progress from saying single words to forming simple sentences. Children learn to manage their self-care needs independently and manage simple tasks for themselves. They independently choose and select resources for themselves.

Setting details

Unique reference number	EY540415
Local authority	Warwickshire
Inspection number	10079373
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 11
Total number of places	64
Number of children on roll	121
Name of registered person	Hedgerow Nursery Limited
Registered person unique reference number	RP540414
Date of previous inspection	Not applicable
Telephone number	02476474555

Hedgerow Nursery registered in 2016 and was established in 1998. The nursery employs 14 members of childcare staff. Of these, 11 hold early years qualifications ranging from level 3 to level 6 and one staff member holds qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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