

# Hundon Hedgehogs Preschool



Hundon Village Hall, North Street, Hundon, Sudbury, Suffolk CO10 8EE

<b>Inspection date</b>	1 May 2019
Previous inspection date	15 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	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 work together as an effective, enthusiastic and committed team. They respond well to the manager's high expectations and desire to provide children with high-quality provision.
- Staff build trusting relationships with parents and carers and work with other professionals to meet the needs of children. This makes a significant difference in helping children to develop into confident and capable learners.
- Staff give children good emotional support through nurturing and affectionate bonds. This supports children to settle well and feel emotionally secure in their care.
- Staff are good role models for children. They use positive language and give gentle reminders about expectations for their behaviour. This supports children to behave well.
- Children experience interesting and enjoyable learning opportunities. They engage well in activities and enjoy playing alongside staff. Children show a keen interest to explore and investigate independently.
- Staff invite teachers to visit children in the pre-school to see them in their familiar environment and to discuss their progress. Children are ready for school.
- At times, staff do not extend their lines of questioning to challenge children's thinking further, or provide children with enough time to respond to the questions they ask.
- Occasionally, staff do not make the best use of precise assessment to close any gaps and extend children's learning even further.

## What the setting needs to do to improve further

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

- strengthen the use of questioning and provide children with enough time to respond to the questions asked
- enhance the use of assessments to target and close any gaps in children's learning promptly, to precisely support the next steps in children's progress.

### Inspection activities

- The inspector observed the quality of teaching and learning during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the pre-school manager, and looked at children's assessments and planning documentation.
- The inspector spoke with children and staff throughout the inspection, when appropriate, and held a meeting with the pre-school manager.
- The inspector viewed documentation, for example first-aid certificates, public liability insurance, policies and procedures and evidence of suitability checks for staff.
- The inspector discussed the pre-school's self-evaluation, and parent questionnaires that are used to support improvement.

**Inspector**  
Maria Blanche

## Inspection findings

### Effectiveness of leadership and management is good

Staff are compassionate and committed. They work well together to provide high-quality care for children. Safeguarding is effective. Staff have a good understanding of their roles and responsibilities to keep children safe. They know the procedures to follow if they have concerns about a child's welfare. The manager successfully implements the policies and procedures to meet children's needs. Staff are encouraged to undertake training and enhance their knowledge, to improve outcomes for children. Self-evaluation is effective. The views and suggestions of parents are regularly sought and acted upon to support improvement. Staff have established ways to communicate with other settings that children attend. This helps them to work in partnership and share relevant information to support children's development. The manager makes good use of additional funding, to support all children to make good progress.

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

Staff work in partnership with parents and carers to gather information about children's needs and interests that helps to support their future learning and development. Staff develop children's understanding through interesting and imaginative activities that promote their learning. For instance, children explore paint to experiment with symbols to represent number and to develop their counting skills. Staff readily join in with children's play. They encourage children to have a go and enthuse them to try different experiences. For example, children show good hand-to-eye coordination as they use magnifying glasses to explore the different features of bugs found in the garden. Staff inspire children to make purposeful marks and help children to copy and form letters. They support them to develop their literacy skills as they sound out letters.

### Personal development, behaviour and welfare are good

Staff meet children's emotional and developmental needs well. For example, they develop secure relationships with children through an effective key-person system. Staff encourage children's health and well-being effectively. Children learn how to care for themselves and develop good personal hygiene skills, such as washing their hands before handling food. Staff sit with the children during mealtimes and help to promote good social skills. Children listen carefully, follow instructions and learn how to share and take turns. Staff are positive role models and regularly offer praise and encouragement. This supports children to behave well. Children enjoy playing outdoors, which helps to promote their physical development.

### Outcomes for children are good

Children, including those who require extra support, progress well in their learning. They develop good social skills, make friendships with their peers and consider the needs of others. They develop a sense of responsibility. For instance, older children enjoy supporting the younger children in their play. Children are enthusiastic and motivated learners who acquire the skills needed in preparation for their next stage of learning.

## Setting details

<b>Unique reference number</b>	251530
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10066157
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Hundon Hedgehogs Preschool Committee
<b>Registered person unique reference number</b>	RP901989
<b>Date of previous inspection</b>	15 October 2015
<b>Telephone number</b>	01440786638

Hundon Hedgehogs Preschool registered in 1991. It employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am to midday and from midday to 3pm, with an additional lunch club from midday to 1pm when required. The pre-school provides funded early education for two-, three- and four-year-old children.

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