

Inspection of Happy Hedgehogs Pre School

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

Inspection date: 11 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive at the setting happy and enthusiastic to see their friends. They burst into the setting with excitement and separate from their parents and carers with ease. Staff provide a learning environment that is welcoming, stimulating and thoughtfully presented. Children relish the freedom of the outdoor area. They test their physical skills and coordination as they balance, climb and carefully whizz around on their pretend motorbikes. The well-qualified staff follow children's interests and encourage them to persist when they encounter difficulties. For example, when children get their bike stuck in a hole, they quickly offer guidance to support children to manoeuvre themselves out independently. Consequently, children show they are highly motivated learners who feel safe and secure to confidently explore the indoor and outdoor environment.

Children form secure attachments with all staff. Babies who are new to the setting are met with lots of cuddles from attentive staff. Parents are warmly welcomed and comment that they feel valued and listened to. Staff use information gathered from parents to help new babies to settle. For example, they learn how parents settle their baby to sleep and mirror this.

Both providers of the setting, who are also the day-to-day managers, are highly ambitious. They know the community and parents extremely well. They strive to provide childcare that meets the differing needs of their parents. For example, they offer a range of childcare packages to suit the needs of parents that work shifts and those that may be teachers. This flexible approach is unique and helps the setting to be inclusive.

What does the early years setting do well and what does it need to do better?

- Management are reflective and have high expectations of themselves, the staff and children. They share their vision and goals with all staff. Management listen to the ideas of staff and take on any feedback provided. They discuss with staff how they plan for children's individual needs. Day-to-day discussions, staff meetings and regular supervisions help keep staff motivated. Staff comment that they feel appreciated and looked after.
- Staff have improved their knowledge of how to accurately assess children's learning and identify their stage of development. They know children well and understand what they need to learn next. However, at times, some children are not as effectively challenged as they could be. For example, during freely chosen activities, the most-able children show that they can write their own name and can recognise numbers up to 10. Staff miss opportunities to further build on their existing skills and extend their learning.
- Staff provide plenty of opportunities for children to develop their independence

and self-care skills. For example, they select their own fruits and vegetables from the 'pre-school café' and change out of their indoor shoes to their outdoor shoes.

- Good links with the local host school support children to be ready for their move on to school. Staff find out about the school's expectations for children moving up and share these with children and parents. Staff working with older children carefully plan a routine and activities that will support them and helps to prepare them emotionally and developmentally for the move.
- Staff listen attentively to children and genuinely enjoy playing alongside them. They promote children's communication and language skills particularly well. They read stories to children, sing nursery rhymes and provide narratives for younger children's play. Children are introduced to many new words and have a wide vocabulary.
- Children behave well. Staff provide children with clear and consistent messages about how to play safely and kindly together. For example, children follow guidance from staff and adhere to safety boundaries to help them avoid obstacles when using toys in the garden.
- Children that the setting receives additional funding for have good opportunities to reach their potential. Management and staff work hard to identify innovative ways to further support children's learning and close any gaps in their development. This has extremely positive outcomes for the children.
- Staff do not provide enough opportunities for children to learn about and value their similarities and differences.

Safeguarding

The arrangements for safeguarding are effective.

Management have a robust understanding of their roles and responsibilities in helping to keep children safe. They implement solid recruitment procedures to ensure that all staff are suitable to work with children. Management and staff have a good understanding of how to recognise and respond to any signs of abuse or extremist behaviour. They are aware of how to pass on concerns to the relevant agencies.

What does the setting need to do to improve?

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

- enhance teaching during children's free play to help build on children's existing skills and provide challenge, specifically for the more-able children
- help children to learn about and celebrate their own uniqueness and those different to themselves in order for them to develop a deeper understanding about different cultures and religions.

Setting details

Unique reference number	EY538299
Local authority	Leicestershire
Inspection number	10080581
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	28
Number of children on roll	55
Name of registered person	Happy Hedgehogs Pre School Partnership
Registered person unique reference number	RP908381
Telephone number	07815825151
Date of previous inspection	19 September 2018

Information about this early years setting

Happy Hedgehogs Pre School registered in 2016. The setting 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 setting employs 10 members of staff. Of these, eight hold appropriate early years qualifications at level 3. The manager and deputy both have 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 setting provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Carly Polak

Inspection activities

- The inspector conducted a learning walk at the start of the inspection with both providers. They looked at the different areas that children have access to and discussed how they are kept safe. They also discussed how they operate the setting.
- The inspector observed staff joining in with various activities and discussed with staff the learning that was taking place and the progress children were making.
- The inspector conducted a joint observation of a spontaneous group activity in the garden. The inspector held discussions about how the manager monitors staff's teaching skills.
- A sample of policies and procedures were looked at by the inspector. This included documents relating to safeguarding and complaints.
- The inspector took into account the written views of parents and those spoken to on the day.

We carried out this inspection 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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