

Inspection of Hedgehogs at Shamblehurst

SHAMBLEHURST PRIMARY SCHOOL WILDERN LANE, HEDGE END, SOUTHAMPTON
SO30 4EJ

Inspection date:

14 February 2020

**The quality and
standards of early
years provision**

**This
inspection**

Not met (with actions)

Previous
inspection

Good

What is it like to attend this early years setting?

This provision does not meet requirements

The provider has not ensured that a member of staff who has an appropriate paediatric first-aid qualification is present at all times when children are being cared for. This means that should a child have an accident at the setting, a qualified member of staff for the club, is not always there to attend to them. This compromises children's safety and welfare.

Children behave well and develop good relationships with staff in the club. Activities are well organised and plentiful, catering for the differing ages of children that are being cared for. For instance, children enjoy opportunities to be creative and are keen to involve staff in being customers in their 'hairdressers'. The club is calm and welcoming. Children are warmly greeted by staff who take the time get to know children well. Children benefit from a range of healthy choices of foods, tailored to their individual dietary needs. Staff help younger children to develop some independent skills, however, opportunities to build on what children can do for themselves are not fully maximised.

Staff use their key-person system to work with younger children and their families. They share information with school staff to help support children's care needs well. This is particularly helpful for those children who are quieter and less confident. Parents speak very positively about the club. They comment on how well staff know their children and the positive experiences help them to transition into the school day seamlessly.

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

- The provider has not ensured that a member of staff who holds a paediatric first-aid qualification is present at the club, at all times when children are being cared for. Although some staff have received training on first aid, these do not meet the requirements for the Early Years Foundation Stage. Furthermore, although one member of staff who is new to the setting, holds a paediatric first-aid qualification, they do not always work in the club when children are being cared for. This places children's health, safety and well-being at risk.
- Staff gain a good range of information about children when they start at the club. They use this to help develop their relationships with children, and get to know their individual personalities and interests. Staff work closely with all families, including supporting children with special educational needs well. Parents speak positively about the influence that routines have on how children settle into school. They value the calm environment and the friendly, approachable staff who go the extra mile to help their children.
- The manager, staff, parents and children work together to evaluate and make

positive changes to the club. Since the last inspection, changes to the way the club environment is organised have provided greater opportunities for children to rest and relax in quieter areas. Staff organise a variety of activities, incorporating children's interests and requests. This helps to motivate children's play and contributes to strong friendships children establish. For instance, some children enjoy sitting together to create Valentine's hearts from modelling dough, while others enjoy role play and actively involve staff in their play. Children say that they enjoy coming to the club and enjoy playing games with their friends.

- Staff work well together. They receive good support from the start. Staff well-being is a strong focus for the senior management team. This helps to ensure staff are valued and supported in their roles. New staff complete induction and mandatory training to improve their personal effectiveness. Generally, the club's managers are clear about their roles and responsibilities. They have completed safeguarding training for designated persons, and alert senior managers if concerned about a child's welfare. This is done promptly to ensure appropriate action is taken.
- Staff help children to learn about routines to maintain their physical health. For instance, children enjoy playing ball games outdoors and engage in active play, as staff supervise them closely. Opportunities for children to choose from healthy meals and snacks are organised well by staff. Children excitedly choose what they would like to eat and mealtimes are social occasions, where children chat happily to each other. Staff provide some opportunities for children to be independent. However, this is not always fully promoted for younger children. For instance, they do not consider how to help children use cutlery confidently or consider how children can learn to take responsibility for putting away school bags and coats, when moving to their classrooms.

Safeguarding

The arrangements for safeguarding are not effective.

The provider does not meet the first-aid requirements. They do not ensure that a member of staff with a paediatric first aid qualification is on the premises, at all times, when children are being cared for. Staff do receive training to understand their roles and responsibilities to identify and report child protection concerns. Recruitment procedures are robust. The management team ensure all staff are suitable to work with children, including on an ongoing basis. Children are supervised during activities indoors and outside and staff ensure that all visitors who attend the setting, are supervised at all times.

What does the setting need to do to improve?

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

| | Due date |
|--|-----------------|
| ensure that at least one person with a paediatric first-aid certificate is on the premises and available at all times when children are present. | 24/02/2020 |

Setting details

| | |
|--|---|
| Unique reference number | EY286466 |
| Local authority | Hampshire |
| Inspection number | 10073398 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Out-of-school day care |
| Age range of children | 4 to 11 |
| Total number of places | 50 |
| Number of children on roll | 133 |
| Name of registered person | Extended School Solutions Ltd |
| Registered person unique reference number | RP905534 |
| Telephone number | 01489 782342 mob 07962992004 / 07746 743172 |
| Date of previous inspection | 11 April 2016 |

Information about this early years setting

Hedgehogs at Shamblehurst opened in 1997 and registered with Ofsted in 2001. It provides a breakfast- and after-school club. It is one of three settings managed by a private company. The clubs operate from classrooms and the hall at Shamblehurst Primary School in Hedge End, Southampton. During term time, they operate Monday to Friday from 7.30am until 8.45am and after school from 3.15pm until 6pm. There are nine members of staff employed to work with the children; three have a level 3 early years qualification and two have a level 2 qualification.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- The inspector spoke to staff during the inspection.
- Parents shared their views, in person and in writing with the inspector, who took account of these.
- The inspector looked at a sample of the setting's documents. This included evidence about staff's suitability and training.
- The inspector had a tour of the parts of the setting that children use.
- The inspector observed children's play and spoke to them at suitable times during the inspection.

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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