

Inspection of Hedgehogs Preschool at Crackley

CRACKLEY BANK CP SCHOOL, Blackthorn Place, Newcastle ST5 7BE

Inspection date: 26 November 2021

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children who attend this pre-school are eager to learn and display high levels of confidence and self-esteem. They have time to learn new skills and to practise new language. Children engage in all areas of learning. They select learning experiences which are carefully planned to incorporate the individual needs of all children. Younger children benefit from sensory experiences. They rub their hands up and down pipe cleaners to feel the textures. Children share their experiences with their peers and encourage them to feel too. Children forge lovely friendships. They play cooperatively and take turns.

Young children develop good attention skills and staff use visual aids to entice children to learn. Children enjoy singing. They join in as staff sing 'Five Little Speckled Frogs'. They copy the word 'splash', rub their tummies and say 'yum, yum' to show that the frog has eaten the grubs. Children sit well during organised group times and receive praise for their efforts. Staff make good eye contact with children and smile as they sing together. Relationships between staff and children are kind and caring, and staff care about children's well-being. Children benefit from a hug when they are tired and rest their heads on staff's shoulders to relax. Children demonstrate that they feel safe and secure.

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

- Children's speech and language are prioritised and there is a strong emphasis on listening and attention. Children learn new language, which they associate with visual pictures. They look at books, use flash cards, and sing songs. Staff use familiar literature to focus on what children already know. Children say 'beep, beep, beep' as they listen to a song about the wheels on the bus. They press their invisible horn to show an understanding for words. As a result, children make good progress in their communication and language.
- Children are taught to be independent. Children aged two wipe their own nose, wash their own hands, and pour their own drinks. Children have lots of choice in their environment. They have a can-do attitude to their learning and spontaneously practise their independence during daily routines. Staff organise the environment to ensure children can do things for themselves. For example, there are low-level pegs for children to hang up their own coats.
- Children generally behave well. They constantly hear and learn positive language. Staff use proper words and a soft tone of voice when talking to children. Although children respond well to staff instructions, at times, staff do not provide children with enough explanation as to why some behaviours are important. For example, children know to use 'walking feet' but receive no explanation as to the reason why.
- Children thrive within a well-planned routine. They join in with all parts of the

day, including group tidy up time. Children dance and smile as staff encourage them to put toys away. However, staff do not consistently remind children to use toys in an appropriate way. For example, when children throw toys on the floor, they are not encouraged to reflect on their actions.

- Leaders and managers support staff to reflect on their practice through regular staff meetings and peer observations. Partnerships with parents are genuine. Leaders reflect on challenges that may impact partnerships and adapt communication methods accordingly. For example, following parent feedback, key people now use paper profiles to record children's development. They use detailed communication books to support two-way conversation. Children's achievements are shared, valued, and celebrated. Parents are provided with information to help them to support their child's learning at home.
- Healthy practices are embedded into the daily routine. Children learn about healthy food. They are taught that healthy food makes them big and strong. Children receive praise when they try new foods. Staff are very supportive of all children's eating requirements. Staff see snack times as an additional learning opportunity to support children's sensory skills. Children who are unsure about foods use their senses to explore new foods and eat in their own time.

Safeguarding

The arrangements for safeguarding are effective.

All staff are extremely aware of their duty to keep children safe. Staff know the signs and symptoms that might indicate a child is at risk of abuse and neglect. They have a sound knowledge of child protection procedures and can confidently discuss safeguarding issues, such as female genital mutilation and extremist views. Leaders have robust procedures in place to ensure staff working with children are suitable. Staff know who to report to if they have any concerns about a child's welfare. Leaders and managers provide staff with relevant safeguarding updates, including choking hazard safety and the dangers of button batteries.

What does the setting need to do to improve?

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

- help staff to recognise the importance of giving children explanations to enhance their understanding of rules and expectations
- support children to learn how to care for toys and how to use them correctly.

Setting details

Unique reference number	EY478081
Local authority	Staffordshire
Inspection number	10076007
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	20
Number of children on roll	22
Name of registered person	Rochelle, Gemma Jayne
Registered person unique reference number	RP909502
Telephone number	07812183939
Date of previous inspection	17 May 2016

Information about this early years setting

Hedgehogs Preschool at Crackley registered in 2014 and has close links with Crackley Bank County Primary School, in Newcastle-under-Lyme. The pre-school employs five members of childcare staff. Of these, four hold appropriate level 3 early years qualifications. Sessions are from 9am until 3pm, Monday to Friday, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mikaela Stallard

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk and a joint observation. They discussed the curriculum and observed the quality of teaching.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the management team, staff, and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of staff suitability, and the safeguarding and behaviour policies.
- The views of parents were considered by the inspector through verbal discussions.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021