

Inspection of Curious Hedgehogs Day Nursery and Pre-School

Stockwood Lane, Bristol BS14 8SJ

Inspection date: 18 January 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed by staff as they arrive at nursery. The busy and bright rooms have plenty of toys and resources for children to choose from. Staff tailor teaching for what children need to learn next. They make sure children have daily access to messy play activities, such as sand, water and dough. Toddlers and pre-school children also have direct access to the outdoors. Staff working with the babies make sure they get outdoors in the morning and afternoon.

Babies have low-level tables that help them pull up to stand when they are learning to walk. They make plenty of noise as they explore different objects. They bang spoons, whisks and beaters against the tables. They swap between the items as they listen to the different sounds.

Toddlers manipulate dough and explore colours. They squeeze green dough into pretend cake cases. They use finger and thumb to pick up coloured rice strands to decorate their cakes. Staff praise children when they correctly identify the red, green and blue rice.

Older children are beginning to learn about their emotions. They match colours to different emotions as they recall a story about a monster with mixed up feelings. They talk about the characters and what happens next. At the end of the story, staff give children a marble. They put the marble into a coloured jar to select how they are feeling and tell staff and each other why.

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

- There is a focus on children's speech and language. Staff encourage toddlers to name different wooden animals or to make the sound if they are unsure of the name. Pre-school children recall phrases and words from a favourite story as they go 'hunting for a bear' in the outdoor area. Staff working with the babies use sounds and signs as well as words to help children communicate.
- Staff encourage children to make connections. For example, as older children play with the sand, they talk about trips to the beach. Children recall that they have found shells, crabs and a 'sand monster'. Staff encourage children to talk about their ideas. They ask children questions, set challenges and offer new words.
- Staff adapt activities with varied success. In babies, staff recognise that the bubbles are putting children off the water play. Staff provide a bowl of water without bubbles to encourage children to play. In toddlers, children want to build 'homes' for the wooden animals. Staff give the children some cardboard egg cartons for them to use, but then leave the children on their own. Children struggle to work out how to use the egg cartons to build their animal homes.

They give up trying and leave them on the floor.

- Children confidently choose what they want to play with. They know where the toys and resources are kept so they can get out what interests them. Children concentrate well and seek out staff support at times. For example, toddlers choose books for staff to read with them. Pre-school children involve staff in their physical play outdoors. However, staff do not encourage children to put resources back once they have finished playing with them. Children walk over books, tread on spoons and other tools which they have left on the ground, indoors and outdoors. Staff are not helping children to understand how to care for their toys and play spaces.
- Children's behaviour is good. They play together and talk respectfully to each other and adults. Children are eager to share what they have learned. Pre-school children talk about how they have found water in the tyres outdoors. They explain that it was ice but as the temperature has risen, this has now turned into water. They help others to mix dry mud with the water to make their 'chocolate cake'. Staff help children to resolve issues, reminding them to use words and to be kind to their friends.
- Parents comment that staff share information with them about their children. Staff use online systems and talk with parents when they collect children at the end of the day. They ask about children's home life and use this to support activities in the nursery. Staff include family celebrations and home languages in their planning for learning. Children are learning about similarities and differences, and the wider community.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident in recognising when to act on the concerns about the well-being of children. They have undergone training for child protection and wider safeguarding issues. They know the procedures for referring concerns to external agencies, including when there are allegations about members of staff. Leaders and managers make sure they follow robust systems for recruiting staff. They ensure all the checks have come back before new staff start working with the children. Ongoing leaders and managers support staff with professional development to enhance skills and support good teaching.

What does the setting need to do to improve?

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

- make sure staff working with the older children adapt activities in ways that supports children's learning
- provide clear and consistent support to help children understand the importance of caring for resources and their play spaces.

Setting details

Unique reference number	EY221445
Local authority	Bristol City of
Inspection number	10217850
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 at time of inspection	1 to 4
Total number of places	79
Number of children on roll	140
Name of registered person	Abbeywood Tots Day Nursery Ltd
Registered person unique reference number	RP901017
Telephone number	01275 839 188
Date of previous inspection	9 May 2018

Information about this early years setting

Curious Hedgehogs Day Nursery and Pre-School registered in February 2002. The nursery offers care from 7am to 6pm, Monday to Friday, all year round. There are 20 members of staff employed to work with the children. Of these, 10 hold appropriate childcare qualifications at level 3 and seven hold appropriate childcare qualifications at level 2. The nursery receives early education funding for children aged two, three and four years.

Information about this inspection

Inspector

Anita McKelvey

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 deputy manager, area manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector about what they enjoy doing while at the nursery.
- The inspector carried out a joint observation of a communication and language activity with the deputy manager and area manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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