

Inspection of Heytesbury Hedgehogs Pre School

Heytesbury C of E School, High Street, Heytesbury, WARMINSTER, Wiltshire BA12
0EA

Inspection date: 9 February 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled. They are very motivated to learn and persist with activities they enjoy. Staff provide an exciting curriculum. Children learn to count, recognise numbers and shapes. For instance, older children collect items from around the room and learn about two-dimensional and three-dimensional shapes and the value of 'two' as they match beads to numbers. Staff act as positive role models to children. They listen when children talk and value what they say. Children articulate themselves well and most are confident communicators. Older children are beginning to recall letters and sounds. Children keep on trying during activities and are proud of their achievements. They show great excitement and say, 'I did it,' when they write numbers and letters in their names. Children remember what they learn. For example, when pretending to fly on an aeroplane at snack time, children recall where various fruits come from, such as bananas come from Costa Rica.

Staff consider children's starting points, current interests and what they know and can do. This enables them to plan a rich curriculum to support children in what they need to learn next. This contributes to the good progress children make. Staff have made adaptations to resources and procedures to keep children safe during the COVID-19 pandemic and explain these to children. Children develop a firm understanding of the importance of good hygiene. They follow clear handwashing routines when they arrive at the pre-school and at appropriate times throughout the session.

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

- The manager is reflective, and she continually monitors and evaluates the effectiveness of the pre-school. All children have access to a broad curriculum which considers children's individual needs. However, at times, activities planned for the older children are not adapted effectively to support younger children's understanding and stage of development.
- Children with special educational needs and/or disabilities have the support that they need to make the progress of which they are capable. For instance, staff work closely with other professionals, including staff at the local school, to implement targeted support to meet children's individual needs.
- Staff support children's independence skills well. Children take coats off themselves and know where to put toys when they tidy away. This helps children to develop the skills they need to move on to their next stage of learning.
- Partnerships with parents are effective. Staff share detailed information with parents about children's experiences and what skills their children are working towards. Parents are highly complimentary about the pre-school and comment

that they appreciate staff's support and advice about how to extend their children's learning at home.

- Staff have high expectations of children and set clear boundaries for behaviour. They provide positive role models for children, who learn to share and take turns. As a result, children behave well and play well with their peers.
- Staff successfully support and develop children's physical skills and emotional well-being. Children regularly take part in mindfulness activities and play outdoors. For example, children learn to be active and engage in physical play, as they run, jump, leap in the playground and listen to calm music as they lay on the soft mats to gather their thoughts.
- Staff are kind, caring and respond well to children's individual needs. Staff get to know children well from the outset. This helps children to settle well and become familiar with the environment. Children are happy, confident and enjoy the time they spend at this welcoming pre-school.
- Children have good opportunities to learn about people and communities that are different from themselves. For example, they taste and learn about foods from different countries and enjoy a wide range of books which celebrate diversity.
- Staff provide children with small-group and whole-group activities that focus on reducing gaps in their learning of mathematics, communication and language. However, sometimes, younger children lose concentration and become impatient during group times, as these are sometimes too long, and they are eager to play with the activities on offer.
- The dedicated manager is inspirational. She places a high priority on the well-being of staff. They benefit from regular well-being and supervision meetings. The manager is committed to the professional development of her team. They have access to a good range of training and support to develop their practice.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff recognise their individual responsibility to keep children safe and what would constitute a safeguarding concern. They can identify the signs that a child may be at risk of harm and understand how to report and document any concerns they may have about a child's well-being or safety. The manager has robust recruitment, vetting and induction procedures in place to help to ensure that staff are suitable to work with children. The manager deploys the staff effectively, to ensure that appropriate child-to-adult ratios are maintained to keep children safe. All staff have received first-aid training and safeguarding training. This supports their understanding of how to keep children safe and what to do in an emergency.

What does the setting need to do to improve?

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

- simplify activities for the youngest children to enable them to develop a deeper understanding of age-appropriate learning before trying more-challenging tasks
- review the organisation, and especially the length, of adult-led group times to ensure that younger children play a full and active part in all learning experiences provided.

Setting details

Unique reference number	2526060
Local authority	Wiltshire
Inspection number	10208277
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	26
Name of registered person	Acorn Education Trust
Registered person unique reference number	RP545776
Telephone number	01985215551
Date of previous inspection	Not applicable

Information about this early years setting

Heytesbury Hedgehogs Pre School registered in 2019. It operates from Heytesbury C of E School in Warminster, Wiltshire. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am to 3pm. Four members of staff work directly with the children. Of these, one holds a relevant qualification at level 4 and two hold early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracey Cook

Inspection activities

- This was the first routine inspection the pre-school 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 pre-school.
- The inspector observed the staff's interactions with the children, indoors and outdoors, and assessed the impact on children's learning.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The inspector looked at a sample of the pre-school's documents. This included evidence of staff suitability and training.
- The inspector and the manager had a learning walk across all areas of the pre-school to understand how the early years provision and the curriculum are organised.
- The inspector carried out a joint observation with the manager to assess the quality of teaching and the impact of staff's interactions with children.
- The inspector took account of the views of parents 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.

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 2022