

Inspection of Happy Hedgehogs Pre-School

Waterloo Children's Centre, Store Street, Waterloo, Tameside OL7 9QA

Inspection date: 11 March 2022

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

What is it like to attend this early years setting?

The provision is good

Children arrive at pre-school happy and eager to enter. They are dropped off and collected from friendly staff at the door or gate to their pre-school room. Children respond well to this. They part from their parents with ease. Children are excited to see staff and their friends. Children quickly find an activity that they want to join and settle well. They show that they feel safe in this pre-school as they move around with confidence. Children enjoy group time. They sing songs and learn about the days of the week, the seasons and the weather. This helps children to decide themselves what they need to wear when they go outside to play. Children can find their own coats and put these on themselves.

Leaders have put measures in place to reduce the spread of infection in response to the COVID-19 pandemic. Children learn good hygiene practices. They wash their hands regularly throughout the day. Children enjoy sitting with their friends at the table to eat their lunch. They learn about what makes a nutritious lunch box and how to keep their teeth healthy through their food choices. Staff have high expectations for children's learning. Therefore, children are ready for their next stage in learning.

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

- Leaders have a clear idea of what they want children to learn next. Staff know the children well. They plan activities that build on what children already know and can do. Staff are always close by to support children. They plan learning opportunities that capture children's interest. For example, children have great fun filling and emptying different containers with water and sand. This supports them to develop their mathematical skills.
- Leaders have identified gaps in some children's learning due to the COVID-19 pandemic. Children and staff now use communication-friendly spaces within the pre-school. Staff plan 'communication and social' sessions for small groups of children to help close these gaps. However, the noise level in the main pre-school rooms becomes very loud at times. Consequently, some staff and children struggle to hear each other. This hinders children's ability to consistently develop their listening skills to the highest level.
- Staff support children to understand when there is a change in the routine, for example at tidy-up time. However, staff do not always encourage children to tidy up after themselves and often do this for them. Consequently, children do not consistently learn to take care of their pre-school environment or take responsibility for the resources.
- Staff support children to share and take turns with the use of sand timers. However, staff do not consistently support children to identify their emotions, the feelings of others and how to regulate their own behaviour. Therefore, some

children struggle to manage conflicts.

- Children make choices in their play. They learn about and celebrate what makes them unique. Staff support children to learn about other cultures, faiths and beliefs. This helps children understand the world around them and prepares them for life in modern Britain.
- Children learn some of the different ways to live healthy lifestyles. For example, they have lots of opportunities to play outside. They get regular fresh air and exercise. Children develop friendships as they play games using the road signs displayed on the gates. They learn how to control bikes by practising how to stop and start. This supports children's physical development.
- Leaders support staff well. Staff have completed the early years professional development programme to enable them to support children's individual needs even more. Leaders have good relationships with other professionals. They support children with special educational needs and/or disabilities well. Leaders use additional funding effectively. Therefore, all children in this pre-school are making good progress.
- Parents speak highly of this pre-school. They are happy with the communication that they receive about their children's time in pre-school. Parents feel confident to continue children's learning at home due to the guidance staff give them. This supports continuity in children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good knowledge and understanding of safeguarding. They are aware of some of the possible signs and symptoms of abuse. Staff know how to correctly report concerns about the welfare of children. Staff carry out effective risk assessments and regular checks of the indoor and outdoor environments. This helps to keep children safe from harm. Staff keep their paediatric first-aid training up to date. They record any accidents correctly and report them to parents. There is an emergency evacuation procedure in place. This is practised regularly with staff and children.

What does the setting need to do to improve?

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

- provide children with greater opportunities to develop their listening skills and promote more quality interactions between children and staff
- enable children to follow rules and routines more independently so they learn to take responsibility for themselves and their environment
- adapt the curriculum to help children better understand their feelings and those of others, to regulate their own behaviour and manage conflicts.

Setting details

Unique reference number	EY360959
Local authority	Tameside
Inspection number	10129266
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 4
Total number of places	18
Number of children on roll	62
Name of registered person	Happy Hedgehogs Pre-School Committee
Registered person unique reference number	RP520697
Telephone number	0161 339 3034
Date of previous inspection	21 January 2016

Information about this early years setting

Happy Hedgehogs Pre-School registered in 2007. The pre-school operates each weekday, term time only, from 8.45am until 11.45am and from 12.30pm until 3.30pm. It provides funded early education for two-, three- and four-year-old children. There are 10 members of staff working with the children, six of whom hold an appropriate early years qualification at level 3. The pre-school manager holds early years professional status.

Information about this inspection

Inspector

Suzanne Fenwick

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to children, staff and parents at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the deputy manager.

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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