

Inspection of Hedgehogs Chatham

1a Hills Terrace, Chatham ME4 6PX

Inspection date:

29 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy their time at nursery in the company of caring staff. Children are keen to involve staff in what they are doing. For example, they share their achievements of building a train track. However, the organisation of the setting, particularly when children transition between inside and outside, at times becomes hectic. As a result, some children become unsettled and staff struggle to support all the children's needs.

Children receive suitable support to help to learn about their behaviour. Staff work well with parents to ensure that they are consistent in their approach. As a result, children begin to implement the rules of the setting and learn about how their actions affect others. Children form close relationships with each other. For example, older children learn to cooperate and take turns as they play. Younger children ask after each other when their friends have gone to have their nappy changed.

Staff are aware of the impact of the COVID-19 pandemic on children's development. There is an understanding about what children need to learn. However, the new team need further support to implement this and raise the quality of teaching. At times, some children need further input to help engage in learning to extend their skills. As a result, progress is not consistent for all children.

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

- Recent changes in staff and difficulties in recruitment mean that the staff team is new. The leadership team are aware of the developments needed within the setting. The new manager has plans in place to help develop the setting further. Staff receive suitable supervisions to help support them and new staff begin to access training.
- Children with special educational needs and/or disabilities receive appropriate support. For example, staff understand the individual support children need and communicate this well within the team. Staff work well with external agencies to seek guidance to aid their practice. Additional funding is used well to enable children to have more support to meet their individual needs.
- Staff build suitable links with parents to support children to settle. Parents state that staff are caring and have good discussions with them about their children. However, staff have not extended their discussions with parents about how to further support children's individual cultural heritage and learning of their home language. This impacts on children's overall learning about themselves and further support for their language development.
- Children have good opportunities to develop their physical skills. Staff use outdoor space well. For example, children who like to learn best outside have

regular opportunities to do so. Children learn to challenge themselves physically as they balance on beams and learn to carefully step along a ladder. Staff use these times well to help children to learn about their own safety and abilities.

- Staff are aware of the importance of supporting children's communication and language development. They talk to staff through play and introduce new language. Children share what they are doing and learn about different ingredients when making play dough. However, due to some of the organisation within the setting, noise levels can be loud, which impacts on how staff can support children's learning.
- Children benefit from a range of opportunities to make marks with pencils, sand and exploring mud. They like to talk with staff about what they have done and receive positive responses. This supports their good relationships with staff. However, staff do not manage routines well enough. Some children become upset as they come in from the garden, which negatively impacts on their personal, social and emotional development.
- The quality of children's learning experiences varies. Not all staff are able to confidently identify when children need their learning extended and, at times, children become bored. This means that children are not always able to show positive attitudes towards learning and develop their skills consistently. Children do not always learn the range of skills needed to help them prepare to start school.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident in their safeguarding knowledge. They have completed training to ensure that they are clear on what may give cause for concern about a child. This includes concerns about female genital mutilation and the signs that show a child has been exposed to radicalisation. Staff know what to do if they have concerns about the conduct of a colleague. Staff know the steps to follow to share concerns with their internal designated lead and with the local authority. Staff complete suitable risk assessments to help keep children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
develop the quality of teaching to ensure that children receive consistent support to develop their skills and make consistently good progress.	02/01/2023

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

- improve the organisation and transitions within the setting to fully support children's personal, social and emotional development
- build the partnership working with parents to further support children's cultural backgrounds and learn more about children's language abilities when they speak more than one language.

Setting details

Unique reference number	2630754
Local authority	Medway
Inspection number	10259105
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	2 to 4
Total number of places	44
Number of children on roll	74
Name of registered person	Hedgehogs Childcare (Kent and Medway) Ltd
Registered person unique reference number	2630759
Telephone number	01634 953743
Date of previous inspection	Not applicable

Information about this early years setting

Hedgehogs Chatham registered in 2021 and is in Chatham, Medway. The pre-school receives funding for free early education sessions for children aged two, three and four years. The pre-school is open during term time only, Monday to Friday from 9am to 3pm and offer earlier sessions from 8am and later sessions until 4pm. There are nine members of staff, six of whom have relevant early years qualifications to level 2.

Information about this inspection

Inspector

Sarah Taylor-Smith

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual and the executive leader about the leadership and management of the setting.
- 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 joint observations of group activities with the executive leader.
- The inspector spoke to parents to gain their views.

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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