

# Inspection of Curious Hedgehogs Day Nursery and Pre-School

Stockwood Lane, Bristol BS14 8SJ

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Inspection date: 13 March 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

There are significant breaches to the early years foundation stage requirements that mean children's safety and their learning and development are compromised. The leadership and management team is not doing enough to ensure that safeguarding is effective and that children make the best possible progress.

There is no curriculum in place. Key persons do not find out what skills and knowledge children have already and do not plan activities to meet children's needs. Children do not receive consistent support to help them develop and learn well. In addition, although key persons identify children with special educational needs and/or disabilities, disabilities (SEND), they do not do enough to help close gaps in learning and development. Key persons do not talk about what children need to learn next and how they can best be supported with parents and other professionals involved in the care of the children.

While staff in the pre-school room encourage children to get involved in different activities when they arrive, this is not the case for the younger children. In the baby room, staff sit on the floor with children singing songs for long periods of time. Some children become restless, bored and wander about disturbing other children. Some parents are left waiting in the foyer because senior staff do not explain that there are not enough staff in rooms, so parents cannot drop their children off.

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

- Leaders and managers do not monitor staff effectively to ensure that staff understand their roles and responsibilities. They fail to check that all staff working with the children know what they need to teach children next. The absence of a clear curriculum means that staff do not receive the guidance they need to ensure that teaching supports children to learn and develop. Staff do not provide children including those with SEND, opportunities to build on things they already know in ways that will extend their learning.
- Partnership with parents is poor. Many parents report that they are not well enough informed about how their children are doing as they do not have access to the online system the setting uses for this purpose. This is despite the manager being aware of this issue for several weeks. Some parents do not see their child's key person due to staff's working patterns and these parents are not provided with enough information about how their child is doing and how they can support their development at home.
- Children have a choice of bringing in packed lunches or having a cooked meal at lunchtime. Staff share the different menus throughout the year with parents. They offer guidance on using seasonal produce and how to ensure children have

a healthy, balanced diet. However, the organisation of mealtimes is weak. Staff are involved in routine tasks such as setting out chairs and tables, or sorting out food, rather than helping to prepare children for the mealtime. In the preschool room, staff serve out the food before children are provided with cutlery, which leads to children using their hands to eat. This does not support them in developing social skills or gaining independence. In addition, staff in the preschool room do not have information about children who may suffer with allergies. This means they do not have important information to hand to enable them to keep children safe.

- Staff do not supervise and support children adequately. In the baby room, staff do not care for children in ways that help them to feel comfortable, safe and secure. For example, when several children became very wet following a water-play activity, staff did not ensure that they changed children into dry clothes promptly. Toddlers choose to play outdoors. However, staff do not get towels to dry off the equipment which is wet. Therefore, children's play and learning is limited to playing with the sand as this is the only resource available.
- Staff frequently carry out other tasks, such as sweeping the floor, rather than interacting with the children. They do not notice when children throw toys on the floor or take toys away from each other, and they do not help children to learn how to play well together.
- Staff are not supported to develop the skills to do their role as leaders do not do enough to monitor the quality of education and there are no arrangements for staff supervision. While senior managers state that staff should be observed daily and support and supervision meetings should be in place for staff every three to four months, these do not happen. They are not providing opportunities for staff to undertake appropriate training and professional development to ensure they provide high quality experiences for children.
- Pre-school children enjoy story time. They eagerly anticipate what will happen next in the story about a dragon. They offer suggestions about blowing out the fire the dragon breathes out or calling for the fire engine.

## Safeguarding

The arrangements for safeguarding are not effective.

Although staff attend safeguarding training, the impact is ineffective as they demonstrate a poor knowledge of how to keep children safe. Staff do not know how to appropriately respond when a child discloses information to them that may suggest the child is at risk of harm. Other staff do not know when or why they might need to contact the local authority designated officer. Therefore, they would not be able to follow robust procedures should they have a concern about a colleague. Some staff say they cannot remember any of their learning, and they have a weak understanding of how to protect children. This means children's safety is compromised.

## What does the setting need to do to improve?

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
ensure staff are deployed effectively to meet the needs of all children and to keep them safe	17/03/2023
make sure that staff know and understand how to safeguard children, including how to refer concerns in line with local safeguarding children partnership guidance	03/04/2023
ensure those staff designated to take lead responsibility for safeguarding children are aware of their duties and have the knowledge and understanding to support, advise and guide other staff	03/04/2023
implement an effective key-person system to ensure that children's individual needs are met, including engaging with parents to support children's development at home and to help them access specialist support where needed	03/04/2023
ensure that the arrangements to support children with special educational needs and/or disabilities (SEND) are implemented effectively to make sure children receive the help and support they need	03/04/2023
provide staff with the support and coaching needed to ensure they understand how to support children's learning and development and their health and well-being	03/04/2023

ensure that children's health, safety and well-being are assured through implementing appropriate risk assessments, including making sure that staff collect and act on information about any allergies and all spaces used by the children are safe.	03/04/2023
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**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
put in place a curriculum that meets the individual needs and interests of all children to help them make good progress in their learning and development	10/04/2023
ensure that staff gather sufficient information about what children know and can do so they can build on the knowledge and skills children need to learn next to support their development	10/04/2023

## Setting details

<b>Unique reference number</b>	EY221445
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10282330
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	79
<b>Number of children on roll</b>	109
<b>Name of registered person</b>	Abbeywood Tots Day Nursery Ltd
<b>Registered person unique reference number</b>	RP901017
<b>Telephone number</b>	01275 839 188
<b>Date of previous inspection</b>	18 January 2022

## 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 25 members of staff employed to work with the children. Of these, 11 hold appropriate childcare qualifications at level 3 and five 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

### Inspectors

Anita McKelvey  
Joanne Neenan

## Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have 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.
- The outgoing manager and lead inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors spoke to children, to find out about their time at the setting.
- Staff spoke to the inspectors during the inspection.
- The lead inspector carried out a joint observation of a group activity with the manager in the pre-school room, and the second inspector carried out a joint observation with the manager of a group activity in the toddler room.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspectors.

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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