

Inspection of Happy Hedgehogs

101 Top Street, Appleby Magna, Swadlincote, Leicestershire DE12 7AH

Inspection date:

23 May 2023

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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Staff are sensitive to the needs of children who are settling-in. For example, staff working with younger children reassure them when they temporarily move away to check on another child. Older children are confident and secure in the environment, such as when they play outdoors.

Children of all ages enjoy listening to stories. Staff are consistently effective in their storytelling abilities. They engage children with their animated tone and successfully manage any disruptions, so as not to affect the flow of the story. Children attempt to repeat familiar phrases, respond to questions and maintain their attention and focus.

Staff help children to understand the expectations. They manage minor disagreements well, for example by prompting children to think about how they can resolve them fairly.

Children enjoy exploring in the outdoor area, such as when they play with water or look for insects. However, although staff join in, their interactions can sometimes be limited. They comment on what the children are doing or ask a few questions that mainly serve to confirm what children already know. Staff do not take the opportunity to share information or prompt further discussion to broaden children's knowledge and understanding. This sometimes has an impact on children's engagement during activities.

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

- The members of the management team express their passion and commitment to the nursery. They demonstrate that they understand what needs to improve and have taken some steps to address this. For example, staff are now consistently effective at supporting children's behaviour. Children demonstrate they understand the expectations throughout the day. However, although the management team provides some support and coaching to staff, this has not been successful in maintaining sufficient improvements. Consequently, inconsistencies in staff teaching practice remain.
- Children develop their physical skills outside. The outdoor play area provides challenge for children, such as when they negotiate the slopes on their tricycles. They demonstrate that they understand how to ride the tricycles safely, successfully negotiating corners and any obstacles and using their feet to slow down. Staff join in and teach children about road safety. They check that children are remembering and understanding what they are learning.
- At times, staff are not consistent in their support for children's learning. For example, a member of staff skilfully instructs a younger child on how to put on

their own shoes and encourages their perseverance. However, when a toddler changes out of their shoes, a member of staff does this for them. Sometimes, staff do not help children to extend their vocabulary. There are times during play when some children are very quiet.

- Staff demonstrate that they can assess children's development to establish what they are capable of and whether there are any gaps in their learning. They have regular communication with parents and carers to provide a coordinated approach to children's development and needs. Staff record useful information in the progress check for children aged between two and three years and ensure that this information is shared with parents, carers and external professionals.
- The special educational needs coordinator is enthusiastic and committed to the role. She is familiar with external referral procedures and has up-to-date information about each child so that she can check that they are getting the support they need.
- Staff teach children about a healthy lifestyle and support their personal development in preparation for school. For example, children learn about the importance of oral hygiene and are supported to develop independence with going to the toilet. However, at other times, this is less effective. For example, there is inconsistent support with helping children to use cutlery at mealtimes.
- The members of the management team welcome feedback from parents and carers to inform their practice. Following a recent questionnaire, they are providing additional information about children's learning and development so that parents and carers can follow their children's progress more closely.

Safeguarding

The arrangements for safeguarding are effective.

The management team is thorough in its approach to checking the suitability of staff to work with children. Staff are vigilant and communicate well with their colleagues to ensure that children are always supervised. They manage the security of the premises effectively throughout the daily routine, to promote children's safety. The management team has appropriate procedures in place to ensure that staff keep their knowledge and understanding of child protection issues up to date. Staff are knowledgeable in explaining what action they would take and why if there were any concerns about children in the nursery.

What does the setting need to do to improve?

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

	Due date
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provide targeted professional development opportunities for staff to drive improvements to the quality of teaching and ensure quality interactions to promote children's learning	15/07/2023
ensure that staff have a clear understanding of how to develop and extend younger children's early communication and language skills.	15/07/2023

Setting details

Unique reference number	2576003
Local authority	Leicestershire
Inspection number	10245835
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	0 to 4
Total number of places	37
Number of children on roll	55
Name of registered person	Happy Hedgehogs Ltd
Registered person unique reference number	2576002
Telephone number	07815825151
Date of previous inspection	31 May 2022

Information about this early years setting

Happy Hedgehogs registered in 2020 and is based in the grounds of Sir John Moore Foundation School, Appleby Magna, Leicestershire. It operates from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications, including one at level 5. The nursery provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Justine Ellaway

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The inspector had a learning walk with the manager and the deputy manager. She observed the quality of teaching during activities, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector carried out joint observations with the manager and the deputy manager.
- The inspector held a meeting with the manager and the deputy manager. She looked at relevant documentation, including evidence of the suitability of staff working in the nursery.
- The inspector discussed the procedures for evaluation and the priorities for improvement.

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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