

Inspection of Happy Hedgehogs

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

Inspection date: 25 January 2024

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

What is it like to attend this early years setting?

The provision is good

Staff support children to develop a close and trusting bond with them through positive interactions and a strong key-person system. This helps children to feel safe and settled at the nursery. Children are confident. They smile at visitors and quickly involve them in their play. Staff consistently praise children for their efforts and achievements, building on their self-esteem.

Children thoroughly enjoy their time in the outdoor environment. It is a happy, social time for them. They become excited because of the stimulating interactions with staff. For instance, staff spark children's curiosity and encourage them to use their imaginations during play. Children gather in the sandpit to search for 'treasure'. They develop physical skills as they use spades to dig and find hidden items. Staff and children cheer with delight when they find treasure and proudly display it for others to see. Some children find buried sticks, and staff ignite their imaginations by asking, 'What if it's a magic stick?' Children are inspired by staff's suggestions and use their 'magic sticks' to cast spells and pretend to freeze each other. They run and giggle as they try to escape the magic spells. Children use their creative and imaginative skills to make mud pies and mud milkshakes. They negotiate with each other as they decide who is making what. Children mix soil, sticks and leaves and then share their creations with staff and visitors.

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

- Managers and staff have worked hard to address the actions raised at the last inspection. The actions taken have positively impacted children's learning and development, particularly their communication and language skills. For instance, children benefit from regular singing and story time. Staff use lots of repetition of words to help build on their emerging vocabulary. They embrace children's interest in books through operating a nursery 'lending library'. Children select a book and take it home to share with their families.
- Staff are respectful of children's backgrounds and celebrate their individuality. They gather information from parents about their family and home life. That said, staff overlook opportunities to use this information to help children reflect on their differences and what makes them unique.
- Parents are complimentary about the nursery. They comment that staff know their children well. Parents say they appreciate the support and advice staff offer them. For example, staff share information on potty training and how to make electronic devices safe for children. They comment that staff communication is effective, and they receive regular updates about their child's progress. Furthermore, staff share ideas for activities at home, to extend their children's learning further.
- Staff regularly observe and assess what children know and can do to help plan

for their next stage of learning. When staff deliver activities well, children are engaged and benefit from meaningful learning to help them progress. However, some staff are not as confident in delivering group activities that extend the learning of all children.

- Children with special educational needs and/or disabilities are well supported. Staff liaise with parents frequently to share information in order to maintain a consistent approach. They work with other professionals to implement strategies to help children make progress.
- Staff are good role models for children. They help children to make the right choices and to be kind to others. Therefore, children are confident and learn to play cooperatively with their peers. Furthermore, staff encourage children's independence. For instance, during mealtimes, children wash their hands, pour drinks, and use cutlery. However, on occasion, mealtimes can become chaotic. Children become restless as they wait for their dinner and move around without direction from staff.
- Staff feel valued and supported by leaders. They receive thorough induction training when they start employment. This helps them to understand their role and responsibilities. Management conducts regular staff supervision to monitor performance and training. Targets are identified to help staff improve outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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 a rich set of experiences to promote their understanding of similarities and differences and what makes people unique
- strengthen the skills of less confident staff in delivering group activities that build on children's existing knowledge
- review the organisation of mealtime routines to ensure all children remain engaged and supported.

Setting details

Unique reference number	2576003
Local authority	Leicestershire
Inspection number	10298988
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	57
Number of children on roll	52
Name of registered person	Happy Hedgehogs Ltd
Registered person unique reference number	2576002
Telephone number	07815825151
Date of previous inspection	23 May 2023

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. The nursery operates from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. It employs seven members of childcare staff. Of these, four hold appropriate early years qualifications, including two at level 5. The nursery provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Langley

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and deputy manager completed a learning walk together.
- The inspector spoke with the deputy manager to gain an understanding of their curriculum intent.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working at the nursery.
- The inspector spoke to parents and carers during the inspection and took account of 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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