

Hedgehog Hill Day Nursery & Pre-School

42 High Street, Greens Norton, TOWCESTER, Northamptonshire, NN12 8BA

Inspection date	04/06/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children participate in a good range of activities. They are happy, well cared for and form secure bonds with the staff, which effectively supports their emotional well-being.
- Children in the pre-school room benefit from adult-led activities within a small group. This is because playful teaching successfully focuses the children's attention and develops their existing skills and knowledge.
- Babies are actively encouraged to use their senses to explore and discover the world around them.
- Successful partnerships with parents results in an integrated approach to children's care, learning and development.

It is not yet outstanding because

- There is scope for staff to further support and stimulate the interests of children when playing outside and to further develop outdoor space and resources to enable children to fully explore, move and engage in role play.
- Children's ongoing literacy development is not always fully optimised during role play, so that they benefit from consistently practising making marks for a purpose.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the nursery rooms and outdoor play area.
- The inspector spoke to the operations manager, the nursery manager, staff and children.
- The inspector looked at children's learning journeys, tracking documents, planning systems, a selection of policies and procedures and children's records.
- The inspector discussed self-evaluation.
- The inspector took account of the views of parents.

Inspector

Ann Austen

Full Report

Information about the setting

Hedgehog Hill Day Nursery was re-registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three privately owned nurseries. The Nursery is situated in a converted building in the village of Greens Norton, Northamptonshire. The nursery serves the local area and beyond and is accessible to all children. Children have access to three designated rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 14 members of childcare staff. Of these, 13 members of staff hold appropriate early years qualifications at level 2 and above. This includes one member of staff who has early years professional status. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 64 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the use of the outdoor space and resources to enable children to fully explore, build, move and role play and further support and stimulate children's interests where appropriate

- enhance and extend children's literacy development by providing increased opportunities for children to make marks for a purpose during role-play activities.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy attending the nursery. They participate in a good range of activities and are developing the skills needed for the next steps in their learning, including school. For example, older children's knowledge of technology is increased as they complete simple programs on the computer and children share ideas as they work together to construct the train track. Staff observe and assess children as they play and use this information to

tailor learning experiences to suit the needs of each child. Staff monitor and track the children's progress over time in all areas of their learning and development. They effectively complete the Early Years Foundation Stage progress check at aged two.

Parents are valued as active contributors to their child's learning and development. A range of detailed information is gathered at the start of the placement about the children's achievements and development. Staff subsequently use this information to aid the settling-in and initial assessment process. Communication throughout the nursery is good. Parents know that they can access and view their child's progress file at any time and a daily communication book is used to share information about babies and younger children's care throughout the day. Parents are invited to regular parents' evenings and are encouraged to add their comments about their child's ongoing achievements at home. They receive regular newsletters and fact sheets are provided about the different ways children learn and develop.

Babies and young children are activity encouraged to explore and experiment with a range of media that stimulate their senses. For example, babies are encouraged to look at themselves in the mirror. They shake the plastic bottles filled with rice, roll colourful balls and feel the texture of the sponge and soft fur. In addition, staff encourage babies and younger children to make footprints in paint, to feel the dough and to immerse their hands in the water, sand and cornflour. Staff successfully use apparatus and walking aids to help babies take their first steps and to encourage young children's ongoing physical development. For example, babies' are encouraged to crawl into the large wooden 'cotton reel'. In addition, toddlers learn to climb the steps of the small slide and staff say 'one, two, three wee' as they descend. As a result, children smile and want to have another go.

Older children enjoy being physically active. They learn to move their bodies in a variety of ways. For example, staff encourage the children to make their bodies into star shapes and to march like a soldier. Children enjoy outdoor play. However, staff do not always arrange this area to enable children to fully explore, build and role play. In addition, staff occasionally supervise and stand over the children rather than fully support and stimulate their interests as they play. As a result, children's interest is not always fully sustained and they have less opportunity to develop their knowledge and skills across all areas of learning while playing outside.

Staff successfully develop children's language for communication through their ongoing discussions and interactions. They effectively respond to the sounds and babbling babies make by copying their sounds in turn-taking conversations. Toddlers sing songs, such as, 'Old MacDonald had a farm' and during puzzle activities staff encourage young children to talk about the pictures they see. Older children are becoming increasingly confident in engaging in lively discussions, contributing their ideas and options. For example, during role play activities children successfully use language to describe what they are doing and children use phrases, such as 'land ahoy' during water play activities. Staff recognise and value all languages spoken. They effectively work with parents to support children's understanding of English. For example, they take time to learn familiar words and phrases in different home languages and introduce English language in the context of the children's play. Consequently, children are beginning to develop their vocabulary in English.

Children in the pre-school room benefit from adult-led activities within a small group. As a consequence, they are eager to put on their 'number brains' and readily participate and answer questions. For example, children successfully count to 20 and match the correct quantity of teddies to the written numeral. With staff guidance and support, children enthusiastically count backwards from 20 and jump in the air and shout 'blast off' when they reach zero. In addition, number rhymes, such as 'five current buns in a bakers shop' and 'one, two, three, four, five once I caught a fish alive', supports children's early subtraction and counting skills. As a result, children mathematics knowledge is enhanced.

Friendships are appropriately fostered. For example, children extend and elaborate play ideas together during role play activities, such as making meals for one another. Effective use is made of the local environment to broaden children's range of experiences. Children visit the local post office and lay a wreath in the village square during Remembrance Day events. In addition, they walk along the bridle path to see the horses in the fields. Children look at books and enjoy listening to a story. Younger children make marks on paper and older children are beginning to copy and write their name. However, children are not always provided with opportunities for writing during role play activities. As a result, children's ongoing literacy development is not always fully promoted through encouraging them to make marks for a purpose as part of their imaginary play.

The contribution of the early years provision to the well-being of children

All children are warmly welcomed and fully included in the life of the provision. Their individual personalities are respected and children are treated with kindness. Children seek reassurance when required and naturally include the staff in their play and discussions. A gradual settling-in process ensures each child's emotional security. This is because parents are welcome to stay and help settle their child, and staff take time to find out about each child's preferences and routines. For example, information is obtained to ensure that any medical needs are known and accurately met. This effectively promotes continuity in the children's care. In addition, the key person system supports effective links with parents and carers and helps the children make stronger emotional attachments to a familiar member of staff. Transitions between rooms are appropriately managed; children are gradually introduced to their new room and to their key person and information about their care and learning is shared. Older children make successful transitions to other childcare provisions because staff appropriately share information about individual children's learning and development achievements with the other settings they attend.

Children are cared for in a safe and welcoming environment where they are generally able to access resources and play materials for themselves. In addition, their artwork and photographs are displayed throughout the nursery, which effectively supports their sense of belonging. Staff encourage children to develop the habits and behaviour appropriate to good learners, and to take account of their own needs, and those of others. From a young age children are encouraged to play harmoniously together, to share and take turns. Staff

praise children for their efforts and achievements and appropriately use discussion to help older children to develop their understanding and tolerance for others. Nursery routines provide opportunities for children to learn and practise the knowledge and skills they need to stay safe. For example, children learn to concentrate and use the hand rail when accessing the nursery stairs. In addition, staff develop children's awareness of the harmful effects of the sun. They apply sun cream and encourage all children to wear their hat during outdoor activities. Children are encouraged to develop their independence and to take some responsibility. For example, children are encouraged to help tidy away the toys and to put on their own apron for messy play. In addition, older children learn to chop their own food at lunch time.

Good attention is given to ensure children's continuing good health and well-being. For example, children's individual dietary needs are acknowledged and met because the nursery cook and all staff are fully aware of any known allergies, and preferences. Children enjoy nutritious meals and snacks, such as, fresh fruit, spaghetti bolognese, pasta bake and vegetable curry. Snack and mealtimes are social occasions where children and staff sit together to enjoy their food and one another's company. Good manners are actively encouraged. Children are learning about the importance of maintaining effective personal hygiene because the staff remind them to wash their hands before they eat and after using the toilet. This helps to prevent the spread of infection. Babies are provided with a comfortable area where they can sleep and rest according to their needs and nappy changing areas are appropriate. Children have regular access to the outdoors for fresh air and exercise. For example, babies are taken on regular walks and older children participate in more physically challenging activities outside.

The effectiveness of the leadership and management of the early years provision

Management and staff have a good overview of the educational programmes required to support children's learning and development. Consequently, children are provided with appropriate experiences which enable them to make good progress towards the early learning goals. Management monitors staff performance, appraisals are completed and staff development is actively encouraged. For example, staff attend training workshops and are supported to gain additional qualifications. Since the re-registration of the nursery, management and staff have worked hard to ensure continuity in the children's care and learning. As a result, they are continuing to embed revised procedures to record the children's achievements and progress. In addition, self-evaluation is used to highlight strengths and areas to improve the quality of the provision. A development plan is in place which demonstrates the nursery's commitment to continuing improvement. For example, management intends to complete further in-house training in order to build on existing teaching practices and to develop relationships with other providers.

Management and staff understand their responsibilities in meeting the safeguarding and welfare requirements in order to create an environment that is welcoming and safe. Recruitment, vetting and induction processes for all adults who work with the children, or

come into contact with them, are secure. For example, management obtains enhanced Disclosure and Barring Service checks. This ensures that all staff are checked before they have unsupervised access to children. The arrangements for safeguarding children are robust. Management and staff are clear of their responsibilities towards protecting children from harm and neglect. They are fully aware of the signs of abuse and the procedures to follow should they have any concerns about a child in their care. Risks of accidental injury are minimised during indoor and outdoor activities because staff supervise the children well. Appropriate risk assessments and daily checks are established to ensure that measures are in place to avoid dangerous situations occurring. The premises, including the garden area, are secure. This prevents unknown visitors gaining access to the premises and children leaving the building unsupervised.

Well-established partnerships with parents ensure consistency in the children's welfare and their ongoing learning and development. Parents comment positively about the quality of the service offered. They state that there is 'a safe and homely environment with caring and friendly staff' and that the 'staff are genuinely caring'. In addition 'family days' at the local park and 'mums nights' help to build effective relationships. Staff are alert to the early signs that some children may need additional support. They work well with other professionals to support children with identified special educational needs and/or disabilities. As a result, children receive targeted support and make good progress in this fully inclusive nursery. Links have been established with the local village school. For example, children are invited to join in with special events, such as the 'hat parade' at the school fete, and reception teachers visit the nursery and develop relationships with the children and nursery staff.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY458492
Local authority	Northamptonshire
Inspection number	900048
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	64
Name of provider	Best Start Nurseries Limited
Date of previous inspection	not applicable
Telephone number	01327 323 012

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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