

Inspection of Hedgehogs Hoo Day Nursery

Hedgehogs Day Nursery, 5 Stoke Road, Hoo, Rochester ME3 9BE

Inspection date: 23 July 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

Children of all ages and abilities are confident and happy during their time in the welcoming and homely nursery. Staff have a clear and concise knowledge of their curriculum and how they implement it effectively. They plan motivating and challenging activities to support all children to engage in their learning experiences. Children are keen to join in with the interesting activities that staff carefully prepare for them. For example, staff teach children about speed and gradients as they explore using pipes and guttering to create slides for cars. Babies enjoy exploring their senses and staff set up activities to teach them about how different items feel. For example, children explore their favourite dinosaurs in 'crunchy' cereals.

Staff are positive role models. Children are empathetic and understanding of other children's differing needs and abilities. They are thoughtful. For instance, they hold the gate open to allow others through showing kindness. Children of all ages gain good physical skills and learn to move in different ways. For example, they confidently and safely use age-appropriate climbing and balancing equipment. This includes building and negotiating obstacles, such as balancing on planks of wood and crates safely.

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

- The manager has supported staff well to make significant improvements since their last inspection. For example, staff know their individual children and there is a well-established key person system in place. Staff have high expectations of all children and support them to make good progress. This includes those who have special educational needs and/or disabilities (SEND).
- All children have a positive attitude towards their learning. Staff support children who have SEND well. For instance, they liaise closely with other professionals, such as speech and language therapists, to implement consistent strategies. This includes using visual prompts. Children learn to self-regulate with maturity. For example, when they feel overwhelmed, they know where to access the dark tent which helps them to feel calm.
- Staff teach children about different people and their communities and experiences. For example, children learn about traditions from around the world. Children learn about the traditional Slovakian rainbow festival and try traditional Slovakian stew.
- Overall, staff support children to develop confident communication skills. For example, children enjoy a wide range of stories and singing. Staff talk to children and provide them with meaningful conversations. However, at times, the quality of communication is variable and can, on occasion, appear stilted, particularly at lunchtime. Therefore, the opportunities to support all children to continue to build on their already good listening and speaking skills are inconsistent.

- Overall, the organisation of the environment is good. Staff ensure hygiene practice is robust. For example, children learn the importance of following good hand-washing routines. However, nappy-changing arrangements are not private. This does not consistently teach children skills to support their future such as respecting their own and others' right to privacy.
- Positive partnerships are formed between parents and staff, and parents speak highly of the nursery. Staff keep them well involved and informed about their children and the next steps in their learning and development. Staff share helpful tips with parents such as activity ideas they can enjoy at home with their children.
- The manager closely monitors the quality of care and teaching children receive. Staff evaluate together as a team daily. They reflect upon their practice and make plans for where they would like to continue to enhance the nursery. Staff include children in their self-evaluation. For example, children participate in the 'Hedgehogs committee' where they share their feedback and ideas.
- All staff attend regular and beneficial training. They have recently learned about how to effectively and safely manage challenging behaviour. This has had a positive impact on children. Staff consistently understand children's behaviour and teach children about what is expected of them.
- The manager and staff use additional funding to support the individual needs of children effectively. For instance, they have purchased equipment, such as 'now and next' boards, to help children develop their understanding and communication further.

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:

- improve teaching to further support children's speaking and listening skills, particularly during mealtimes
- improve nappy changing arrangements to ensure children are provided with greater levels of privacy.

Setting details

Unique reference number	2721907
Local authority	Medway
Inspection number	10312534
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	40
Number of children on roll	59
Name of registered person	Hedgehogs Childcare (Kent and Medway) Ltd
Registered person unique reference number	2630759
Telephone number	01634 953743
Date of previous inspection	13 September 2023

Information about this early years setting

Hedgehogs Hoo Day Nursery registered in 2023. It is located in Hoo in Rochester, Kent. The setting is open Monday to Friday, from 7.30am until 6.30pm, all year around. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs nine members of staff, six of whom hold relevant early years qualifications at level 2 and above. This includes four members of staff who hold a relevant early years qualification at level 3.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- The manager took the inspector on a learning walk. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide for children.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector reviewed written documentation. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents and staff at convenient times and considered their views.
- The manager and inspector carried out a joint observation of a planned activity.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024