

# Inspection of Hoglets Daycare

Austerfield Study Centre, High Street, Austerfield, Doncaster, Yorkshire DN10 6RG

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Inspection date: 26 August 2021

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

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

### **The provision is good**

Children achieve well in this welcoming and stimulating day-care setting. They are happy and well behaved. Children respond quickly to staff's instructions and help to tidy and organise their toys. Babies carefully follow staff's movements as they join in enthusiastically with their favourite action songs. Staff help children to develop their social skills and work together. For example, children help each other to plan and build woodland dens or create their own dinosaur-themed role play. Children are polite and considerate towards others. Children have lots of fun during sessions and staff build warm relationships with them.

Children enjoy learning. They are inquisitive and keen to achieve. For example, they ask their own questions to more deeply understand the plot of a story and use their imagination to put themselves in the character's place.

Children feel safe and well cared for. Staff build good relationships with parents from the start. This helps babies, and other new starters, settle smoothly into the day-care routines and enjoy themselves from the start. Children learn to play safely. For example, they look around them as they ride their tractor and loaded trailer to avoid other children. They know the importance of road safety and looking after each other when they play in the woodland area or go on visits.

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

- Staff strongly promote children's early communication skills and carefully plan for the development of their speech and vocabulary. For example, staff introduce babies to new sensory experiences as they play in green icy jello, crispy cereals, sand and mud. They emphasise the crunchy and squelchy sounds that the babies hear and build on sounds they have heard before. Staff repeat babies' early speech back to them, praise them and help to clarify the sounds.
- Staff introduce older children to a wide vocabulary through carefully chosen stories, songs and activities. Children, including those who speak English as an additional language, achieve well. Staff build on children's vocabulary, for example as they hatch out dinosaurs hidden in ice eggs. They introduce words, such as 'scaly' and 'spiky', and encourage children to use them. Staff systematically help older children to identify the sounds that letters make and to spell their own names.
- The well-qualified staff have high expectations for all aspects of children's achievements. Overall, they plan effectively to help children progress in all aspects of their learning. Staff speak clearly to children with good expressions and an engaging manner. However, they do not consistently respond to children's different learning needs during activities, and ensure that children are as fully challenged and engaged as they could be. For example, staff read a

story which some children find difficult to understand, and consequently, they start to lose interest.

- The manager provides strong leadership and a clear drive for improvement. With the support of the owner of the setting, she has built a close and collaborative staff team. Staff constantly aim to improve opportunities for the children in their care. They have access to good levels of training, including higher education, and guidance to help fulfil their roles. Staff regularly reflect on their practice and gather the views of children and parents to plan effectively for the day-care setting's further development.
- Parents fully recommend the day-care setting. They appreciate the close contact and regular communication they receive. Parents particularly appreciate how happy and eager to learn their children are. They welcome the good guidance that staff provide and the promptness of their response to any concerns they may have. Parents feel that their children are well prepared for their future learning.
- Staff strongly promote children's healthy lifestyle and well-being. They prepare nourishing meals and snacks and help children to understand the importance of healthy eating. Staff help children to be physically active. Children develop their coordination skills and enjoy the outdoors. They enjoy dancing, pushing and pulling toy vehicles and safely climbing trees.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the child protection procedures and day-care setting's policies. Staff are vigilant. They know the signs that indicate a child may be at risk of abuse and neglect. Staff are clear about the action to take if they have a concern. The safeguarding lead makes sure that staff receive the training they need to keep their knowledge up to date. She regularly sets further challenges and tests staff's knowledge to deepen their understanding.

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

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

- focus professional development on helping staff respond sharply to children's different learning needs during activities, to ensure that they are fully challenged and engaged.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2519626                                                                           |
| <b>Local authority</b>                             | Doncaster                                                                         |
| <b>Inspection number</b>                           | 10114128                                                                          |
| <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 13                                                                           |
| <b>Total number of places</b>                      | 48                                                                                |
| <b>Number of children on roll</b>                  | 175                                                                               |
| <b>Name of registered person</b>                   | Powell, Deborah                                                                   |
| <b>Registered person unique reference number</b>   | 2519625                                                                           |
| <b>Telephone number</b>                            | 07588889427                                                                       |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

Hoglets Daycare registered in 2019. The setting employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or above including six at level 3 and two with qualified teacher status. The setting opens from Monday to Friday all year round. Sessions are from 6am until 6.30pm. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Andrew Clark

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in the evaluation of the provider.
- The manager and the inspector conducted a learning walk together to review the children's learning experiences.
- The children talked to the inspector about their activities.
- The manager and the inspector conducted three joint observations of different activities.
- Discussions were held with senior leaders and members of staff.
- The inspector discussed the management and organisation of the day care with the manager and the owner. He reviewed relevant documents.
- The inspector held discussions to seek the views of parents.

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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