

# Helping Hands Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY423018

**Inspection date**

16/08/2011

**Inspector**

Patricia Champion

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Helping Hands Day Nursery is privately run by a limited company and opened in 2011. It operates from two playrooms and associated facilities in a converted two-storey medical centre in Tilbury, Essex. All children share access to a secure courtyard for outdoor play. A maximum of 25 children may attend the nursery at any one time. The nursery opens five days a week, all year round. Operating times are from 6.30am until 7pm.

There are currently 23 children aged from nine months to four years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions or full day care. The nursery serves the local community and surrounding areas. It supports a small number of children who have special educational needs and/or disabilities or who have English as an additional language. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs six staff, of whom three of the staff, including the manager, hold appropriate early years qualifications. The nursery employs a cook and also has volunteer and bank staff to work in the event of staff holidays or absence. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and settled in this warm and welcoming nursery. Their welfare, well-being, and development is successfully safeguarded and supported. The environment is well resourced and generally well organised to provide children with access to all areas of learning and to meet their individual needs. As a result, children are making good progress in their learning given their starting points and capabilities. The team works closely with parents and other agencies involved with children to support individual welfare and learning needs. Self-evaluation is mostly effective in identifying and targeting priorities for improvement to ensure continuous development.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- review and revise routines to make sure there is more time for children to take decisions, concentrate on experiences and pursue their learning without interruption
- enhance opportunities for children to explore using all their senses through investigating natural materials and growing things
- extend self-evaluation and reflective practice to widen the scope for improvements.

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

Children are effectively protected because the staff have a secure understanding of safeguarding procedures and know what to do if they have concerns about a child. Thorough recruitment and induction processes mean that the staff have completed all the required background checks and are suitable to work with the children. Record keeping is systematically undertaken and risk assessments are rigorously carried out to minimise accidents, both within the premises and on outings. Fire evacuation is regularly practised. CCTV cameras are in operation and all visitors to the premises are closely monitored. There are clearly written policies and procedures in place for the protection of children and for responding to any complaints.

Staff promote equality and diversity well and ensure that all children feel included. They consistently gather information about any special medical needs or dietary requirements and parents assist staff when they are assessing individual children's starting points in learning. Well-targeted support for children who are learning English as an additional language help them settle in quickly, gain confidence and develop their basic skills. Visual aids and a visual timetable support children with communication difficulties and they all take part in activities to celebrate each other's festivals and traditions. A wide range of multicultural resources help children learn about differences between themselves and others. All children's contributions and efforts are treated positively by staff to ensure they all feel valued.

Staff make good use of their regular meetings to reflect on practice, planning and outcomes for each child. Management work closely with local authority early years advisors to monitor their overall effectiveness and regularly attend manager forum meetings in the locality. Significant improvements have been made to the premises since the nursery opened as the management continually review and reflect on the use of the play environment. Children have access to good quality resources and take part in a balance of child-initiated and adult-led play activities. However, sometimes the routine does not provide best possible opportunities for children to take decisions, concentrate on experiences or pursue their learning without interruption. Also, further consideration for extending self-evaluation and reflective practice to cover all aspects of practice has the potential to widen the scope for improvements even more.

Parents and carers are welcomed warmly into the nursery at the beginning and end of each session. Informative noticeboards and newsletters keep parents informed of events at the nursery and invite their involvement. For example, they are invited to open days where they can meet with key workers to discuss their children's progress. Parents express great satisfaction with the service they receive in the nursery and say they are confident with the care and education their children receive. The nursery has established good links with other providers and local primary schools. These strong transition arrangements ensure that children are well prepared for the next stage in their learning.

## **The quality and standards of the early years provision and outcomes for children**

Children are eager and enthusiastic learners who are keen to explore and investigate activities and resources. They learn to follow the nursery's golden rules and behave well, share and take turns. They help tidy up and remember to say 'please' and 'thank you'. Staff skilfully ask questions, encourage comments when they read stories and supporting the children's mark-making experiments. Children often discuss colours, shapes and quantities during activities and build upon their counting skills effectively. They regularly access sensory materials, such as sand, water, play dough or shaving foam. However, the opportunities for children to explore and investigate a wider range of natural materials and growing things are currently more limited. All children have frequent opportunities to be active and outside in the fresh air when they use the courtyard. They experience good opportunities to make connections with their local community. For example, they find out about the emergency services that help us and visit the library or nearby parks. On these outings children learn about the importance of keeping themselves safe by following road safety instructions and wearing high visibility jackets.

Children and babies happily engage in a range of learning experiences linked to all areas of learning. The key persons ensure children's individual welfare needs are well met. Systematic observations are made of the children, which helps the staff plan appropriate learning experiences for each child. New systems for analysing children's progress in order to gain an overview of progress and identify where there may be gaps in the provision, have recently been introduced. Parents and carers are encouraged to contribute to their children's individual learning journeys, which show evidence of children's good progress and identify the next steps in their learning and development.

Very effective steps are taken to promote children's good health and children learn from adults the importance of good hygiene practices. There are very good procedures in place to maintain a hygienic environment for the children. For example, they thrive in a well-maintained play space where shoes are removed or covers worn to enable children's safety and well-being. Children understand the importance of washing their hands before eating and older children do so independently. Children are encouraged to eat healthily and home-made nutritious meals are provided which meet children's special dietary requirements. The mealtimes are very social occasions and staff and children sit together and chat enthusiastically. Children enjoy helping themselves to healthy snacks and develop their independence and motor skills by using knives safely to spread topping on their crackers or pour their own drinks. Children are aware of their own personal needs. For instance, they can access drinking water whenever they are thirsty and relax and sleep peacefully and undisturbed according to their own needs.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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