

# Little Hands Daycare

Inspection report for early years provision

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**Unique reference number**

EY425399

**Inspection date**

04/10/2011

**Inspector**

Patricia Dawes

**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.

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## Description of the setting

Little Hands Daycare is privately owned and registered in 2011. The setting operates from the first and second floor of a Community centre in Stourbridge, West Midlands. The setting is accessible to all children. There is a separate secure enclosed outdoor play area within the premises. Children come from the local and wider catchments area.

The setting is registered on the Early Years Register and the compulsory part of the Childcare register. A maximum of 26 children under eight years of age may attend the setting at any one time. It is open Monday to Friday from 7.30am to 6pm for 51 weeks of the year. There are currently 37 children attending who are within the Early Years Foundation Stage.

Seven members of staff are employed to work directly with the children, five hold early years qualifications and two are working toward a childcare qualification. 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 make very good progress towards the early learning goals because staff gather useful information on their individual needs and create an inclusive environment where individuals are respected and valued. Comprehensive documentation is maintained well and relevant policies and procedures are suitably implemented in practice. Space and resources are used creatively to provide a varied range of practical activities that help children learn whilst they play and explore. The setting works closely with parents and relevant professionals to ensure children's care and learning needs are met effectively. The enthusiastic and dedicated owner and her team have a clear vision for the nursery and use ongoing evaluation and reflection of their practice to benefit the outcomes for all children, such as plans to develop the outdoor area.

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

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

- recognise the mathematical potential of the outdoor environment, for example, for children to discover things about shape, distance and measure
- continue to use self-evaluation and quality improvement processes as the basis of ongoing internal review.

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

Children's safety and welfare is effectively maintained in the setting. A rigorous and robust recruitment and vetting procedure ensures that staff hold appropriate qualifications and are suitable to work with children. Comprehensive and detailed policies and procedures are effectively implemented to ensure the smooth day-to-day running. Risk assessments are fully documented to cover all areas children use and identify potential hazards and how risks are consistently minimised. All records relating to children's individual health and safety are well maintained.

The setting is well maintained and displays of children's work and age-appropriate resources create a child-friendly environment to help children to settle happily. Ratios of staff to children are exceeded and staff are well deployed, resulting in children receiving high-quality interaction and support. Routines run smoothly as visual aids, such as signs and symbols, are used to help children understand these routines. The nursery promotes inclusive practice at all times and works well to ensure that each child and family is fully included in the life of the setting. Staff have a good understanding of children's individual needs and recognise and value differences. All children are able to access a good selection of high-quality resources to learn about the wider world and other cultures through their play and take part in celebrating various festivals.

Parents receive a very good level of information about the setting through the prospectus and parent's notice board. A key working system is in place to aid communication with parents and enable staff to form close bonds with children. All parents have access to a 'day book' which gives them a very good snapshot of all aspects of their child's achievement, well-being and development. Parents are positively encouraged to play a part in their child's learning and development and to contribute to the educational programme. Methods used to involve parents in children's future learning at home are fully promoted, for example children's assessment records are shared with parents and through the use of 'Defoe' the bear and his travelling events diary. Parents' views are valued and sought in the form of questionnaires and staff use the information well to raise standards and ensure continuous improvement of the setting. They comment that they are impressed with the range of activities offered and are delighted at how well their children are developing. They speak highly of staff who are approachable and dedicated. The setting promotes good partnerships working with other professionals as staff recognise the importance of this to support children's individual needs. They have appropriate links with other providers to increase learning opportunities for children and ensure continuity of care and learning. For example staff are working co-operatively with another setting to provide children with the opportunity to help on an allotment to promote their understanding of the wider world.

The owner and staff demonstrate a commitment to improving their practice and have a clear vision for the future to maintain continuous improvement. Regular staff meetings provide valuable opportunities for practitioners to share good practice and to identify their training needs, which are prioritised by the manager.

Staff regularly attend various training courses to increase their knowledge and understanding of the Early Years Foundation Stage and to ensure that all keep up-to-date with changes. The management team and staff have begun to undertake a formal self-evaluation of the setting, and have a good understanding of their strengths and areas for improvement. For example, all recommendations made by parents or staff are currently being addressed and plans are in place for the continuing development of the outdoor play space to provide children with a more stimulating environment which supports all six areas of learning and development within the Early Years Foundation Stage.

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

Children's care and early education is successfully promoted by a dedicated, caring and motivated team of adults who are very passionate about the service they provide. Children enjoy themselves in the friendly and warm environment and are developing a sense of belonging. For example, they self-register using photographs of themselves, or see their art work displayed on the many boards around the setting. Children move around the room developing their independence as they choose what to play with. They continue playing with the toys and resources until they are finished. Staff observe children during play and record their achievements. They use this information to highlight any gaps in children's learning. A selection of activities are then planned to take account of children's interests and their individual learning needs and plan next steps for them to work towards. This method is effective and as a result, children make good progress.

Children develop skills for the future through the range of activities, such as exploring programmable and electronic toys. Simple mathematical and scientific concepts are introduced during sand and water play or when children use the scales to weigh items or the magnifying glass to gasp at the size of their eyes. Babies enjoy musical toys and show pleasure as they press buttons or create a sound with rattles. Children develop hand-control needed for later writing as they use a range of tools in art and craft activities, such as stencils, paints and crayons, to produce some very effective art work. They are becoming proficient in their language skills as staff engage in play with the children and take time to listen to them during key working time. Children are beginning to understand that they can freely access other toys stored around the room, helping themselves to a favourite book from the rack.

Children develop a range of physical skills and benefit from fresh air and exercise through energetic play outdoors or during music and movement sessions. Children enjoy playing on the large climbing frame and slide, catching fish in the water tray or painting the large chalk board with water. Some children very competently use the scooters and bikes to negotiate their way around obstacles outdoors. Children learn about the food chain through planting and growing sunflowers, which they take great delight in watering, or picking blackberries, cucumbers and beans. Trips out in the local area provide opportunities for children to consolidate skills learned and enable them to develop awareness of the world around them. Children explore in the woods, collecting acorns and chestnuts, visit the recycling centre or take

part in litter picking. This promotes children knowledge and understanding of the world well.

Behaviour is very good in the setting. Children begin to understand the need to share and take turns, appropriately supported by staff. They show care and consideration for each other and demonstrate good manners, remembering to say please and thank you at relevant times. Children are beginning to understand about staying safe as they practise evacuation procedures and learn how to use equipment safely. Older children respond well to gentle reminders to be careful when walking downstairs to access outdoors. The support and care they receive from staff, and the bonds they are forming with them, enable children to feel secure and safe in their environment.

Children follow effective hygiene routines, such as hand cleansing before snacks or after nappy changing. They are well cared for if they become sick or have an accident and there are rigorous procedures in place to protect them from infection. Excellent procedures have been implemented to ensure that children's dietary requirements are recognised and met appropriately. Staff are vigilant in ensuring that individual dietary needs are catered for in terms of allergies, preference and textures for younger babies. The nursery promotes healthy eating; meals are freshly prepared and nutritionally balanced. Meals and snack times are sociable occasions when children sit round the table together and chat about their day. Overall good methods are used to encourage children to adopt healthy lifestyles.

## 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

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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