

Little Hands Nursery Nimbus Road

Norman Colyer Court, Nimbus Road, EPSOM, Surrey, KT19 9BP

Inspection date

Previous inspection date

18/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 have fun and build good relationships, both with the adults caring for them and with each other. This promotes children's social skills strongly, and helps them to feel emotionally secure.
- The nursery works closely with outside agencies and professionals to support children and families well. This results in good partnership working and a shared approach to children's care and learning.
- Children make good progress in their learning as a result of the positive support they receive from the nursery staff.
- Children benefit from the strong relationships staff build with parents. Staff demonstrate a clear desire to provide support and involve parents in their children's learning.

It is not yet outstanding because

- Children do not always have consistent access to a wide range of mark making resources outdoors to encourage them to investigate writing for a range of purposes.
- Staff pour drinks for children, which restricts their ability to learn to manage this task for themselves and to build on their independence and self-help skills.

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.

Inspection activities

- The inspector observed activities and the interaction of children and staff indoors and outside in the garden area.
- The inspector had discussions with the registered provider/manager, staff and children.
- The inspector carried out a joint observation with the registered provider/manager.
- The inspector checked evidence of staff suitability and sampled other documentation relating to the nursery's activities.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Debbie Newbury

Full Report

Information about the setting

Little Hands Nursery Nimbus Road was registered in 2012 and is one of two nursery settings owned and operated by an individual provider. The nursery occupies a single storey, self-contained building in Epsom in Surrey. The premises are located in a residential area, close to local transport links, shops, schools and parks. Children have access to four playrooms and an enclosed garden area for outdoor play. The nursery is open term-time only, Monday to Friday from 9.30am to 3.30pm. Children may attend all day or for morning or afternoon sessions. These operate from 9.30am to 12.30pm and 12.30pm to 3.30pm. There is also a pre-nursery club which runs from 9am to 9.30 am.

The nursery is registered on the Early Years Register. There are currently 28 children on roll, whose ages range from two to four years. The nursery welcomes children with special educational needs and/or disabilities, and those who speak or hear English as an additional language. It is in receipt of funding for the provision of free early education for children aged two, three and four.

The nursery provider works in the nursery as the manager and employs three members of staff. The provider/manager holds Early Years Professional Status and all other staff hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- enhance opportunities for children to explore mark making and writing for a purpose in the outdoor environment through the provision of a wider range of resources
- encourage children to pour their own drinks in order to further develop their independence and self-help skills.

Inspection judgements

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

Children enjoy their play, and are making good progress in their learning and development. For the majority of time, they make their own decisions about what they do and staff join in well with their play. Staff offer positive support, ask good questions and make suggestions to enable children to develop their ideas and think critically. The

nursery's key person system and use of observational assessment and planning is effective. Key persons plan specific activities for their key children each day. These are designed to help children achieve their identified next steps in their learning. Staff consult with parents about children's learning and make suggestions of things parents can do at home with their children. In addition, children are encouraged to take a nursery book home to share, which supports their early literacy skills. As a result, children continue their learning at home. Staff are successfully implementing the progress check for two-year-olds to help them assess children's progress, and to identify any areas of development that may need to be monitored and supported further.

Staff engage children in conversation, which promotes their communication and language skills effectively. They introduce new vocabulary, for example, explaining that a plaster will help protect a cut finger. Children are gaining confidence in standing up and speaking in front of the whole group as they tell everyone about the 'treasure' they have brought in. Staff ask children questions about these and the different items lead onto whole group discussions. Children self-register on arrival at nursery, which helps them become familiar with their written name. Some children write their names correctly and others sound them out phonetically. Children have access to a good range of mark making materials indoors. However, these items are less accessible outside to encourage children to explore mark making and writing for a purpose in a different environment.

Staff support children's developing mathematical skills well. They encourage children to count and involve them in colour matching games. Several children eagerly join in with a game where they have to search for 'cookies' that have different quantities of dots painted on them. Staff ask questions of individual children so they can test their understanding. They recognise however, when some children are reluctant to offer an answer and then suggest that everyone helps. This sensitively minimises any potential anxiety individual children may feel.

The inspection took place on the second to last day of term, and as a treat, staff brought in a chocolate foundation. Children showed great excitement, using their senses well as they talk about how soft the chocolate is, and the stickiness of it on their fingers, while helping to break it into chunks. They learn about the need to melt the chocolate and a member of staff explains that she will put it in the microwave. Children watch intently as the melted chocolate is poured into the fountain and they respond with pleasure and wonder as the chocolate starts to trickle down. Staff encourage children to wait patiently until the chocolate starts to 'flow.' When this happens a child makes an observation that it is like 'a water fountain' reflecting on their prior experiences.

Children relish the challenge of climbing onto the brick wall in the garden and walking along. They start by climbing onto the wall at its lowest point but soon realise that they can reach the higher end if they use tyres to create a series of steps. Staff supervise this activity carefully but they allow children the freedom to take acceptable risks, and to work out how to manoeuvre the tyres into position. This leads to children working together cooperatively and then negotiating turns when they realise they can create a 'hidey-hole' by placing the tyres on top of each other.

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

The nursery premises offer a bright and cheerful learning environment. There is good use of labelling, with letters, words and numbers and many different posters and pictures on a variety of topics on display. These help to create an environment that is rich in print and exposes children to a range of visual stimuli. Staff also display photographs of children taking part in different activities. These add to the children's sense of belonging and provide them with an opportunity to recall previous events. There is a very broad range of easily accessible and interesting resources indoors that children can help themselves to. Children are therefore encouraged to make their own decisions about what they do and follow their interests.

Staff build good relationships with children, which helps them feel safe and secure. Most children separate easily from their parents and quickly settle to play. Those children, who display a little anxiety, receive comfort and gentle encouragement from staff. As result, they soon settle. Children mostly behave very well. They have the confidence to approach staff to express their wishes and to ask for help in resolving minor disputes. Staff intervene sensitively, explaining the need to take turns and to wait patiently. They praise children positively and show pleasure in their achievements. This builds children's confidence and self-esteem effectively. For instance, some children decide that they are going to sing to the whole group. They use the key board as a musical accompaniment and proudly sing their made up song to everyone, and receive lots of applause.

Children play an active role in nursery life. They help to tidy away toys and staff encourage them to look for their book bag when they want to put their drawings somewhere safe to take home. However, staff miss other opportunities to promote children's independence and self-help skills. For example, staff pour drinks for children. This reduces children's ability to learn to do such tasks for themselves.

The nursery promotes children's physical well-being strongly. Children benefit from the free flow approach to outdoor play where they can explore a range of resources that promote jumping, balancing and ball skills. These enable children to be active and improve control and coordination. Children eat healthy snacks and staff encourage parents to follow the nursery's healthy eating policy in respect of what they provide for lunch. Staff remain vigilant of children, especially in hot weather. They encourage children to keep their sun hats on and to take regular drinks of water. This helps children to develop a good understanding about sun safety. Staff further promote children's awareness of keeping themselves safe as they intervene to guide them away from potentially dangerous actions. They give good explanations, which help children understand about potential consequences.

Staff help prepare children for their move to school well by talking to them about this and sharing stories. They listen when children are keen to tell them that it is their last day at nursery because they are going to school. Staff provide teachers with good information about children's progress and achievements. This enables school staff to have an idea of children's starting points. The provider recognises that, as the nursery is new, links with local schools are still evolving. She demonstrates a positive attitude to developing these

links and is proactive in helping to achieve this. For instance, she has started to visit local schools.

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

Little Hands Nursery is evolving well under the strong direction of the registered provider/manager, who has several years experience of working with children and managing another early years setting. She has devised focussed improvement plans, with the input of staff. These clearly set out areas for further development with timescales for achieving these, which are ticked off as they are completed. This helps the provider to monitor the rate of improvements. Some of the provider's plans are quite ambitious, although are likely to strengthen the existing provision further and enhance outcomes for children. For instance, she intends to offer children the opportunity to take part in Forest School sessions on the nearby common. This will be in the company of children and staff from her other setting. The provider meets with staff each morning before children arrive, which allows them an opportunity to reflect on current practice and discuss children or any issues of concern. The provider encourages parents to express their views about the nursery informally.

The provider and staff have a good understanding of their responsibility with regard to safeguarding and the action they must take if they have any concerns about a child's welfare. They take positive steps to promote the safety of the children attending, for example, staff make sure the premises are secure and carry out daily checks of the environment. Additional measures, such as the use of closed circuit television assist with this. The provider implements robust recruitment and vetting procedures to help her assess the suitability of the adults working at the nursery. She monitors staff performance and has plans in place to introduce formal appraisals in the near future. All required documentation is in place. Written policies and procedures securely support all aspects of the nursery provision.

The provider speaks positively about her staff team and the way they interact with children. Staff work together well as a team and are appropriately deployed. This means sessions run smoothly and children receive the support they need. Staff have attended a number of different training courses since the nursery opened in January. As a result, staff's continuous professional development is well supported, which improves outcomes for children at the nursery.

Parents are pleased with the nursery. They find the provider and her staff approachable and supportive. One comments 'there is lots to do and I think they have prepared my child well for school.' Another speaks positively about the different ways the nursery communicates with parents and consults with them about children's learning. 'All About Me' forms help staff find out about children's individual needs and their starting points. Home visits before children start at nursery enable the staff to begin to build relationships with parents and children in the familiarity of their own surroundings.

Staff have established effective links with other early years settings children attend. This enables them to share their knowledge about the children and contributes to continuity of children's care and early education. The provider works very closely with outside agencies and other professionals who are involved in children's welfare and development. This joined up approach benefits children as it means that there is shared approach to helping children with special educational needs and/or disabilities make as much progress as possible in relation to their starting points.

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	EY452450
Local authority	Surrey
Inspection number	897003
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	28
Name of provider	Hyacinth's Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	01372 202968

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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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