

Loving Hands International Nursery School Ltd

1a Headcorn Road, THORNTON HEATH, Surrey, CR7 6JR

Inspection date

Previous inspection date

25/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

3

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

3

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

3

The quality and standards of the early years provision

This provision requires improvement

- Children play in a welcoming environment with resources that are suitable for their age and stage of development and are easily accessible.
- Partnership with parents is developing well to encourage parental contribution to children's assessment records and to continue children's learning at home.
- Children's cultural diversity is valued and celebrated throughout the nursery through the use of displays and photographs.

It is not yet good because

- Some areas of learning, such as mathematics, are not planned effectively, or take into account children's next stage of learning, therefore some activities do not engage children's attention.
- Staff do not promote children's communication and language development as well as possible.
- Systems to monitor the effectiveness of the educational programme are not yet consistent or effective to identify all weaknesses in the provision.
- The risk assessment process is not completely effective due to some hazards regarding the premises and the resources not being identified.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- This inspection was carried out with two inspectors.
- The majority of the inspection was spent observing the interaction between the staff and the children.
- Documentation was reviewed and sampled, including safeguarding documentation.
- Discussion was held with the owner and the manager regarding leadership and management.
- Parent's views were sought through discussion on the day of the inspection including written questionnaires.

Inspector

Jane Wakelen

Full report

Information about the setting

Loving Hands Day Nursery originally registered in 2009, but re-registered in 2013 due to a change of premises. The nursery is one of two owned by a limited company. The nursery operates from a semi-detached property situated in Thornton Heath, in the London Borough of Croydon. Children are cared for in one of three base rooms; babies, toddlers or pre-school. There are three playrooms on the first floor and an open-plan playroom downstairs. There is an enclosed garden for outdoor play. The nursery operates weekdays throughout the year between 8am and 6pm.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery has 19 children on roll in the early years age range. The nursery currently supports children with English as an additional language. The nursery provides funded early education for two-, three- and four-year-old children.

There are six members of staff employed including the manager, all of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the record of risk assessment to ensure all hazards within the environment and resources are identified; to allow children to play in a safe setting.
- improve the quality of teaching by; providing a variety of adult-led and child-initiated activities, taking into consideration children's interests and next steps in their development; improving opportunities for counting, and developing their communication and language skills through improved interaction and open-ended questioning

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

- extend monitoring systems to effectively identify weaknesses within staff practice, to improve outcomes for children.

Inspection judgements

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

Children play in a welcoming, bright environment that reflects their age and stage of development. Staff have a sound knowledge of the seven areas of learning and provide activities to cover these. However, observations of children's learning do not always cover all areas equally. Consequently, children's next steps are not always tailored to extend children's learning or to address their interests. As a result, children make satisfactory progress in their learning. Staff understand the importance of the progress check for children aged two, and use the local authority form to record children's development. They share this with the parents to enable the report to be shared with health care professionals. Parents are encouraged to contribute to their child's assessment records and have access to these on a regular basis. Parents are also encouraged to continue children's learning at home through planned activities given by the nursery. Staff ask for feedback from the parents and then adapt opportunities to meet children's needs.

Children show enjoyment in early writing activities, especially when using the chalks on the easel. They demonstrate developing hand and eye coordination with some children beginning to write letters in their name. Staff reward children with praise and encouragement to persevere, giving children confidence to try. Children have some opportunities to make decisions about what to play with, but the routine of the day often takes precedence over children's choices. Consequently, some children show limited interest and do not engage in the activity. Toddlers and babies use a range of activities to introduce writing, through making marks during 'baked bean' play and paint using their hands and tools. All rooms have books that are available and accessible to children. Staff encourage children to sit and listen to stories. Some children show an interest in certain books and pretend to read them to the soft toys in the book area.

Staff sit alongside the children when playing and talk to them about what they are doing. However, some staff tend to be directive in their speech telling children what to do, rather than encouraging children to think for themselves. The use of closed questions by some of the staff, does not encourage children to offer a full reply or think about their answer. Therefore, children's communication and language skills are not always fully promoted. Messy play, such as flour play in the pre-school room provides fun opportunities and when children are fully engaged, staff join in and communication skills improve. Babies show developing communication skills as they use gestures and eye contact to support their needs. For example, young children put their arms in the air to be picked up or wave away the spoon to say 'no more' to their food. Staff talk to the youngest children, offering a description of what they are doing. By repeating phrases, staff teach young children to gain a better understanding of words and their meanings.

Mathematical resources are accessible in all rooms. Children choose to complete puzzles to support their mathematical skills using shape puzzles. They see numbers on the till in the role play area and numbers and shapes on the display boards. However, staff do not fully promote children's mathematical skills in routine activities, such as snack time. Children are beginning to use mathematical language in their play as they talk about the water

under the big bridge and talk about the long bus and the round wheels.

Staff encourage children to value each other's differences by bringing in photographs of their family. Staff value the children's different cultures and this is reflected in some colourful wall displays, with a few words in other languages. Staff teach children about the world they live in through planned adult-led activities. For example, staff took the children to the science museum to follow up their interest in rockets and space. This provides additional and enjoyable learning opportunities that keep children motivated. Younger children have opportunities to go out for walks to learn about their environment, extending their knowledge whilst benefiting from fresh air. Children show enjoyment playing in the garden, riding the sit and ride cars around and over the bridge. Older children ask to play catch with the ball and enjoy chasing after it around the garden, developing spatial awareness to avoid bumping into each other

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

All staff act as key persons to the children in their room, providing a familiar face for the children and an adult with whom to form a good relationship. Consequently, the majority of children are settled and adults are involved in their play. The youngest children enjoy close interaction and cuddles from the adults, who use positive gestures to aid communication. The older children seek support from the adults to help with putting on their coat or when trying to complete a puzzle. Staff offer praise and encouragement, helping to support children's confidence and build their self-esteem. Children behave well and understand the rules of the setting. Staff are quick to intervene if children have minor disagreements and give a simple explanation about why they need to share the toys.

Children have daily opportunities to use the garden, although this tends to be at set times during the day, preventing spontaneous play by the children. Staff provide a variety of activities outside for children to play with, encouraging children to use their bodies in different ways. However, the risk assessment process is not completely effective in identifying hazards with the equipment and some broken toys are not observed immediately. Children are encouraged to take controlled risks such as balancing on the low-level wall and jumping off, or riding their sit and ride toy over the small bridge. This daily exercise and fresh air supports children's understanding of a healthy lifestyle. In addition, children are given a satisfactory range of healthy snacks such as fresh fruit. Children select either milk or water to drink and begin to develop their independence in pouring their drinks from the water cooler or the milk carton. Children begin to understand the importance of personal care and know why they must wash their hands before they eat. Staff develop children's understanding further by acting as role models for hygiene procedures. For example, they implement effective hygiene routines for table washing and nappy changing to prevent cross infection.

Staff demonstrate an acceptable understanding about the ages and stages of development of the children and provide resources to meet their individual needs. For example, the youngest children have push along toys and resources to promote children's sensory play and cause and effect. The toddlers and pre-school children have access to resources that

help to promote all areas of learning. The majority of equipment is in good condition, although the staff do not always remove equipment that is broken or torn. Consequently, some of the toys could be a hazard.

The staff understand about the importance of preparing children for school and encourage children to put on their own coats and shoes when preparing for outdoor play. Older children wear a uniform, helping them learn about wearing set clothes for school. Staff teach them to recognise their name as the children self-register in the pre-school room, with some beginning to write recognisable and familiar letters. Staff encourage children to develop their listening skills and to show an interest in books, including sitting in circle time to look at the weather and days of the week.

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

The manager understands the requirements of the Early Years Foundation Stage and observes in the rooms regularly throughout the week to ensure staff are delivering an adequate educational programme. Staff in each room are responsible for making observations on children and planning activities, and this is displayed on the wall. However, monitoring systems are not sufficiently robust to identify all weaknesses in the educational programme. Consequently, some activities do not engage children's interest or meet their interests. A system of self-evaluation is being developed from the monitoring and feedback from staff and parents. However, this is not completely established and consequently weaknesses are not identified.

All staff have an appropriate knowledge about safeguarding children and are able to explain the process they would follow if they have concerns regarding any children in their care. A written policy is in place alongside relevant documentation to provide sufficient information for staff to access. The manager understands the importance of ensuring staff are suitable to work with children and implements effective procedures for recruitment. Regular staff supervisions are carried out and a system of appraisal is in the process of being delivered to help to ensure their continued suitability and professional development.

Systems to engage outside professionals and links with other providers are developing well. The manager has implemented secure procedures for sharing information with other providers and outside agencies with written permission from the parents. Consequently, children's needs are identified and addressed.

The partnership with parents and carers is a key strength of the nursery. Staff understand the importance of working with parents to meet children's needs. The key person and the parent share useful information about the child's daily routine. Settling-in visits are encouraged to ensure parents and children are happy. Staff implement good systems to involve parents in their child's learning. For example, children are encouraged to take home a reading book, and to complete activities with their parents. For example, children are asked to count how many pets they have or how many forks in the drawer at home. The deputy reviews the system to ensure all parents are involved to encourage children's

learning both at home and nursery. Staff provide monthly newsletters, and communicate with parents through regular discussion, email and daily contact books to keep all parents informed.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that the premises and equipment are safe and suitable for the children (compulsory part of the Childcare Register).
- ensure that the premises and equipment are safe and suitable for the children (voluntary part of the Childcare Register).

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY464728
Local authority	Croydon
Inspection number	921195
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	19
Name of provider	Loving Hands International Nursery School Ltd
Date of previous inspection	not applicable
Telephone number	0208 689 8440

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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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