

Helping Hands Day Nursery

4 St. Chads Road, TILBURY, Essex, RM18 8LA

Inspection date

04/09/2014

Previous inspection date

16/08/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Teaching and learning are good as staff have a secure understanding of the Early Years Foundation Stage. They plan purposeful activities that support children's individual development needs. Consequently, children make good progress.
- Children form secure emotional attachments with their key persons, which helps them gain a good sense of well-being and belonging.
- Strong partnership working with parents, agencies and other early years professionals enables staff to efficiently support children's individual needs.
- Staff understand their role and responsibility with regard to safeguarding children. Clear procedures are known and understood by staff to ensure children's safety is robustly maintained.

It is not yet outstanding because

- The routine at mealtimes is not always efficiently organised and this occasionally means that some children become restless and distracted.

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

- The inspector observed activities in the indoor and outdoor learning environments and looked around the premises.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the manager, staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from references obtained by the nursery.

Inspector

Patricia Champion

Full report

Information about the setting

Helping Hands Day Nursery was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately run and managed. It operates from a converted two-storey medical centre in Tilbury, Essex. The nursery opens Monday to Friday, all year round, from 6.30am until 7pm. Children attend for a variety of sessions. Children are cared for in two playrooms and have access to an enclosed area for outdoor play. There are currently 47 children attending, who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children, who speak English as an additional language. There are currently 13 staff working directly with the children, nine of whom have an appropriate early years qualification. One member of staff has an early years degree, another member of staff has a qualification at level 4, six staff hold qualifications at level 3 and one member of staff holds a qualification at level 2. There are three apprentices working towards a qualification at level 2. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the already good care practices by reviewing the organisation of mealtimes to reduce waiting times and maintain children's emotional well-being.

Inspection judgements

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

The quality of teaching in the nursery is good. Staff have a good knowledge and understanding of the learning and development requirements in the Early Years Foundation Stage. They use this knowledge effectively to provide children with an exciting and stimulating environment, with a successful blend of adult-led and child-initiated experiences. Resources are varied and staff make good use of natural and everyday objects to support children in their learning and development. For example, babies access treasure baskets to explore different textures and older children explore growth and change by gardening and investigating how the natural world changes with the seasons. Children are able to engage in imaginative play as they re-enact their favourite stories or take part in role-play scenarios, such as going shopping. Staff provide children with books and props to support their play and promote the characteristics of effective learning with children. They are curious, inquisitive and motivated to learn more. Resources are well maintained and stored in clearly labelled boxes or areas, so that children can access them with ease and tidy them away when they have finished playing. Plenty of praise and encouragement are offered during activities, with children sharing 'high fives' with staff when they are particularly proud of their achievements.

Staff's interactions are good. They engage with children effectively, getting down to their level to play. They support all children to develop their use of language well by listening carefully and repeating or rephrasing words and sentences. Staff effectively introduce new vocabulary to children while they are engaged in play. For example, children are introduced to new words to help them describe their paintings or when stories are shared. Parents become involved in their children's learning by sharing information about achievements at home. They also join children on outings or during activities in the nursery. Children's development records include a range of observations, assessments and examples of their work. Staff complete regular progress reports, including the required progress check for children between the age of two and three years. These provide parents with a clear picture of how children's learning is improving and developing over time. As a result, parents are fully aware of their child's development, including their next steps. Children with special educational needs and/or disabilities and those, who speak English as an additional language, receive timely interventions because staff can easily identify any support they may require. As a result, all children make good progress.

Children are effectively developing the skills they need for their future learning and the eventual move onto school. They listen attentively and share their news at group times. All children have access to a wide range of appropriate books, which are arranged in well-maintained cosy areas. As a result, they develop a love of stories and books. There are many opportunities for children to develop their pre-writing skills when playing. Younger children make marks using chalks and use paint brushes to make patterns, while older children are encouraged to write their names on their artwork. Children's mathematical development is promoted well, as staff encourage them to think about numbers, as they use money in role play. They explore capacity and volume using a variety of containers in the sand. Children energetically follow actions to familiar songs and music they hear. As a result, they build up their repertoire of familiar songs and develop their confidence in expressing themselves through music and movement.

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

Children are supported well when they start in the nursery. There is an effective settling-in process, which is flexible and meets the needs of individual children. Children attend introductory visits to meet staff and familiarise themselves with the environment. Staff gather good information from parents about their children's likes, dislikes, routines and favourite activities. They use this information to promote continuity and consistency of care. The key-person arrangements are implemented once children start and details of these are displayed, so that parents know, who their child's key person is. The caring staff understand and respond sensitively to children's physical and emotional needs, recognising when they are in need of a cuddle. For example, staff cuddle young children, who feel uncertain when they join the nursery for the first time. As a result, children form strong attachments with the staff and happily join in the activities. Children are effectively supported as they move between rooms through visits with their key person. Staff also contact the local primary schools and arrange for teachers to visit the nursery, so that children become familiar with their new carers. Reports are completed, so that the school are aware of each child's needs and can promote continuity in children's care and learning.

In addition, prior to children leaving, staff ensure they are emotionally prepared through more structured activities and conversations about starting school.

The learning environment for children is clean, welcoming, relaxed and calm. Children behave very well for their ages and stages of development. Staff are positive role models for children. They ensure routines and boundaries are consistent, so that children know what is expected of them. Through everyday routines and play, staff encourage children to share and take turns. This supports children in having cooperative and harmonious relationships with their friends. Children have a good understanding of ways in which they can keep themselves safe. They practise fire evacuation procedures and they learn the number to call if they need to speak to the emergency services. When children go on visits to the library, they learn about road safety, as they use the pedestrian crossing and they wear high visibility jackets, so they can easily be seen by road users. Staff support children to develop their independence skills by encouraging them to put on and take off their shoes and pour their own drinks. As they get older, children become even more independent as they manage their personal care and serve their own food at lunchtime. Mealtimes are social occasions when the children and staff sit together. However, lunchtime is not always efficiently organised and this means that some children become restless and distracted as they spend time waiting to eat.

There are good opportunities for children to develop their understanding of a healthy lifestyle and the importance of fresh air and exercise. Children are developing a strong understanding of healthy eating and enjoy a balanced menu of freshly prepared, nutritious snacks and meals. Drinking water is readily accessible, both indoors and outside, so children do not become thirsty. Children wash their hands prior to eating, after messy play and when coming in from outdoors. They demonstrate great skill in doing this independently or with minimal support. The outside area allows children to learn about their environment and exercise as they play with a wide range of outdoor resources. For example, children carefully steer and ride bicycles, balance while walking along a beam or build with large blocks. This means that children develop physical skills, while learning how exercise supports their overall health and well-being.

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

The manager and the staff team are fully aware of the requirements of the Early Years Foundation Stage. All documentation related to safeguarding and welfare requirements is completed to a high standard to support the safe and efficient running of the nursery. Comprehensive policies and procedures to promote children's health, safety and welfare are fully in place and effectively implemented. For example, robust risk assessments of the premises, outings and resources are in place and appropriate steps are taken to minimise any identified hazards. All accidents in the nursery are regularly reviewed. This enables the manager to act quickly to minimise further accidents. Children are kept safe because security is good and safety measures, such as closed-circuit television cameras, helps to prevent unauthorised access to the premises. All staff are checked for their suitability to work with children and there are clear induction procedures for the new apprentices. Staff are deployed effectively to ensure that children are closely supervised at all times. The

manager ensures safeguarding is given high priority and all staff working in the nursery are fully aware of their responsibilities to protect children from abuse and neglect. The majority of staff have completed safeguarding and first-aid training, so they can deal with any eventualities.

The manager has created a comprehensive self-improvement plan to keep driving the already good provision forward. Since the last inspection, the routines have been enhanced to make sure there is more time for children to take decisions and persevere in activities without interruption. There are more opportunities for children to explore natural and living things and self-evaluation has been extended to cover all aspects of practice. As a result, improvements are targeted and focused on aspects that will bring about the most benefit for children. The performance of staff is monitored through observations, supervision and appraisals to enhance their practice through honest and critical reflection. Training needs are discussed at supervision meetings and are arranged to positively impact on staff performance. The manager organises a programme of continuous training that arises from staff's individual needs, which helps them to improve their skills. The manager is visible to all staff. As a result, they feel supported and their professional development is effectively considered. The manager and staff work effectively as a team to develop a good overview of the curriculum. Planning and assessment systems are monitored effectively and staff contribute to this process at planning meetings. Children's progress is monitored through summative assessments. Consequently, the progress of individual children or groups of children with special educational needs and/or disabilities is tracked, so that appropriate interventions are sought and gaps are closing.

Partnerships with parents are very good. Staff liaise closely with them regarding children's progress towards the early learning goals. Parents appreciate the daily conversations and written reports that they receive about their children's achievements and progress. They comment on how all practitioners show care and concern for the children's well-being and that their children love coming to the nursery. Parents are kept up to date about what is happening in the nursery with regular newsletters. Partnerships with external agencies and other providers are also good. This makes a positive contribution to meeting children's needs. For example, information about the children is shared with reception teachers from local schools. This helps ensure that teachers are well prepared to support children effectively, when they start full-time education. When needed, staff work proactively with parents to engage with external agencies and services, such as local children's centres, to secure appropriate interventions for children. This ensures that all children are effectively supported to make good progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY423018
Local authority	Thurrock
Inspection number	852375
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	47
Name of provider	Helping Hands Day Nursery Limited
Date of previous inspection	16/08/2011
Telephone number	01375858566

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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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Piccadilly Gate
Store St
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