

Loving Hands International Nursery School Ltd

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

Inspection date	30/10/2014
Previous inspection date	25/11/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The quality of teaching is good. Staff know children well and plan exciting activities in all areas of the educational programmes that interest and motivate them to learn. As a result, children are making good progress in their learning and development.
- Systems to monitor the effectiveness of children's progress are clearly implemented and effective in identifying all weaknesses in the provision.
- Staff give high priority to safeguarding children. They attend regular training courses and know what to do if they are concerned about a child's well-being. Good risk assessment processes are in place. As a result, children are effectively protected from harm.
- Parents feel very included in their child's learning because staff maintain regular reports, daily discussions and formal meetings are held to share children's progress.

It is not yet outstanding because

- Systems in place to support children who are learning English as an additional language are not always used efficiently to support the children.
- There are fewer resources in the environment to promote children's awareness of each other and the wider community.

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 children in the two main rooms and in the outdoor play area.
- The inspector completed a joint observation with the deputy manager.
- The inspector held discussions with the manager, deputy manager, third-in-charge, staff and parents.
- The inspector sampled a range of documents, including observations, planning and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, policies, procedures and the nursery's self-evaluation.
- The inspector took into account the views of parents spoken to on the day and from recent parents' questionnaires.

Inspector

Marvet Gayle

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 the same 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 27 children on roll in the early years age range. The nursery currently supports children learning English as an additional language. The nursery is in receipt of funding to provide free early education for three- and four-year-old children. There are nine members of staff employed, including the manager and a cook. Of these, eight staff hold appropriate early years qualifications at levels 2 and 3.

What the setting needs to do to improve further

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

- consistently implement systems available to provide continuous support for children, particularly those who are learning English, to enable them to express themselves fully
- provide resources in other languages to support children's awareness of different cultures and each other.

Inspection judgements

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

Staff plan a good range of activities and learning opportunities for children. They ensure that all children are engaged and motivated to learn. This is done by staff allowing children freedom to explore resources and activities, while ensuring they are close by to teach and extend their play. For instance, children in the pre-school room talked about numbers on their door at home, as they took part in painting activity. Staff used this opportunity to consolidate children's counting skills and introduced the concept of shapes as they talked about the doors. Children freely chose the colour paint they wanted to use. They skilfully and competently used the brush to carry out their task, developing their fine muscle skills and creativity. Younger children explored malleable dough. They prodded, poked, stretched and manipulated the dough, encouraged by staff. This held their concentration for long periods. Staff supported the children to further investigate as they

used scissors to cut the dough. This supports children's physical skills as they develop skills for writing and for the future.

Children are well prepared for their next step in learning. Staff teach them to take responsibility for tidying up and respect resources in the nursery. Children listen to instructions given by staff who support them to behave maturely by explaining the rules of the nursery when they become upset. For example, when one child did not want to share, staff got down to the child's level, reminded them of the rules and explained about sharing with others.

All children sit for group time before lunch and sing along to their favourite songs, confidently taking part in doing the actions. Children are starting to recognise letters and make links to their name. Staff encourage children to write their name on paintings once they have finished. During story time, children in the pre-school point out and repeat familiar letter sounds and recognise the first letter of a few words, which they link to their names. Staff in the different groups pose questions using 'why?' and 'what?' allowing children to think and answer, developing their communication skills. Children have opportunities to observe changes as they experiment with wet pasta and pouring water in the digging area outside. One child said they were, 'looking for worms who like water', developing their understanding of the natural world. Staff however, does not always use resources available to help children learning English to express themselves fully. There are also fewer resources in the environment reflecting other countries to help children develop better awareness of other cultures and each other.

Staff plan for each child's interests and stage of development. Activities are stimulating and keep children engaged. Staff clearly know what children's next steps in learning are and share these with parents. This means both staff, parents and professionals involved with the child, work harmoniously to support children to make good progress from their starting points. Regular assessments are completed, which enhance staff's awareness of any emerging gaps in children's learning. These are focussed on and promptly closed. Parents are encouraged to share children's learning at home. The staff record this in children's development files and use the information to help them to plan effectively. In addition, when children are moving on to school, staff and parents work together to ensure they have the appropriate skills to support the children's next stage in learning.

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

Staff have created very strong relationships with children and parents. Children freely explore their environment as they develop their confidence. Staff understand the importance of creating strong bonds with children and their families. They gather detailed information during the initial settling-in period and liaise with parents regarding children's individual routines. Staff talk to parents and learn about children's home lives and backgrounds. This means that staff understand children's feelings and can sensitively support them. Staff also support children well when moving rooms within the nursery so they feel comfortable and secure. Key persons communicate and ensure all information regarding children's well-being is shared to ensure the move is a positive experience for

children.

Children thoroughly enjoy playing outside. They happily run around, play on bicycles, with paint, role play and enjoy digging. Staff understand the importance of all children accessing fresh air daily and ensure all children access the area and engage in physical exercise. Staff support children to understand risks and keep safe in the environment. Staff prepare children in advance before going out to local amenities. For example, they talk to the children about where they are going, staying where they can be seen, using the pedestrian crossing and waiting for the green person on the light before crossing the road. They take part in regular emergency evacuation, helping them to understand how to keep themselves safe. Staff attend training, such as paediatric first aid and most staff have a valid certificate, helping them to promote children's welfare. Staff are deployed effectively; as a result, any accidents and emergencies are dealt with immediately.

Staff support children's behaviour very well; consequently, children understand each other's needs and are respectful of their playmates. They are making firm friendships and are beginning to share, take turns and negotiate in their play. Staff remind children of rules and boundaries and, as a result, children know the behaviour expected of them. Children take on small responsibilities. They tidy away resources and get themselves ready to play in the garden, putting on their coat.

Meals are healthy and nutritious and the cook follows a weekly menu, which the nursery shares with parents. All meals are freshly prepared on the premises, and promote healthy eating. The children thoroughly enjoy the food provided for them and all the children sit together for lunch. They all confidently and independently feed themselves. Staff gently encourage the younger ones at meal times, sitting next to their key children to reassure them. Children independently wash their hands before and after meals. Staff remind them how to wash them properly, helping the children to develop healthy habits for life and their self-help skills. Children have access to fresh fruits, vegetables and drinking water daily, which they serve for themselves. This enhances children's already good independence skills and prepares them for future learning.

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

Staff have a thorough understanding of their roles and responsibilities to safeguard children. They know the signs and symptoms that may indicate a child is at risk, the reporting procedure to follow and who to contact with any concerns. All staff receive safeguarding training during their induction and external courses are attended to further support their knowledge. The nursery has a detailed safeguarding policy which they adhere to, and information on safeguarding and professionals who can advise and support staff is displayed.

All staff are subject to a rigorous recruitment procedure. They attend interviews and work directly with children, so that staff can assess how they interact with children. All staff have an in-depth induction and complete an enhanced Disclosure and Barring Service

check to assess their suitability to work with children. Staff conduct robust risk assessment of the premises daily and throughout the day. This ensures children are safe, secure and the environment and resources are easily accessible. As a result, safeguarding of children, health and safety are highly promoted and prioritised to protect children's welfare.

The management team work very closely with all staff. They monitor the educational programmes to ensure they are consistent and effectively identify all weaknesses in the provision. Managers carry out regular observations of staff practice to ensure children are progressing well. Senior staff working with children implement the planning system and ensure all areas of learning are effectively promoted. They model and support staff to deliver high quality teaching. All staff are encouraged to develop professionally. The management team sources training for staff and information received is cascaded at staff meetings. This means all staff benefit from a wide range of training opportunities, which has a positive impact on children's welfare and learning.

Staff have created very good partnerships with other professionals. They support children attending with additional needs by seeking appropriate advice to provide children with the required support. They work closely with local authority advisers to evaluate their practice and listen to suggestions and advice. Clear development plans are in place and the management team have a clear understanding of the strengths and areas of the nursery they are working to develop further. Parents' views are sought through daily conversations and regular parent questionnaires. Parents say they are very happy with the service and praise staff for being approachable, kind and for creating such a homely environment for their children to play and learn.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY464728
Local authority	Croydon
Inspection number	962607
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	35
Number of children on roll	27
Name of provider	Loving Hands International Nursery School Ltd
Date of previous inspection	25/11/2013
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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