

Little Hands Preschool Nursery

Dengie Community Hall, Dengie Close, WITHAM, Essex, CM8 1DJ

Inspection date	05/11/2014
Previous inspection date	11/11/2013

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

- Staff have a good knowledge and understanding of how children learn. They use this to provide activities that are tailored to children's individual needs and interests. As a result, all children make good progress given their starting points and capabilities.
- Staff form warm, caring bonds with children. They are in tune with children's emotional needs and support them well through changes in their lives. As a result, children are happy, secure and settle well at the pre-school nursery.
- Staff have a good knowledge of how to safeguard children in their care and they support children's growing understanding of how to keep themselves safe.
- Staff have formed successful relationships with other early settings and health professionals. As a result, individual children's learning and health needs are quickly identified and well met through these effective partnerships.

It is not yet outstanding because

- Arrangements in place for home learning are not always tailored to children's individual needs in order for parents and the nursery to collaborate to help them to achieve the best possible progress.
- Staff do not always provide a range of resources and activities in the garden that are easily accessible in all weathers, to further build on the already good opportunities children have to be independent and explore the environment.

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 in the main hall and garden and had a tour of the pre-school nursery.
- The inspector had a meeting with the two providers and carried out a joint observation with one of the providers.
- The inspector had conversations with staff, children, parents and viewed parent feedback obtained from questionnaires and testimonials.
- The inspector held discussions with staff about children's progress and achievements, and viewed children's development records.
- The inspector saw evidence of the suitability and qualifications of staff, self-evaluation, risk assessments, policies and procedures and other documentation in relation to health and safety checks.

Inspector

Daniella Tyler

Full report

Information about the setting

Little Hands Preschool Nursery was registered in 1994 on the Early Years Register. It is situated in the Witham area of Essex and is managed by a private company, which is owned by the two providers. The providers play an active role in the running of the pre-school nursery. It serves the local area and is accessible to all children. The pre-school nursery operates from the main hall, ancillary room in the community hall and there is a fully enclosed area available for outdoor play. It employs ten members of childcare staff. Of these, one hold appropriate early years qualifications at level 5, one at level 4, four at level 3, one at level 2 and two members of staff are working towards level 3 qualifications. The pre-school nursery opens Monday to Friday, term time only. Sessions are from 9am until 2.55pm. Children attend for a variety of sessions. There are currently 43 children on roll who are in the early years age group. The pre-school nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school 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:

- build on the already good arrangements in place to support children's learning at home by tailoring it to children's individual learning needs, so that they have opportunities to make the best possible progress
- develop the provision outdoors to incorporate more opportunities for children to develop their independence by providing a range of easily accessible resources in all weathers.

Inspection judgements

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

The quality of teaching is good; staff have a good knowledge and understanding of how children learn. They use this to provide activities that are tailored to their individual needs and interests. As a result, children are engaged in the activities and are excited to learn. Staff play an active role in activities and demonstrate that they very much enjoy the children's company. Staff regularly observe children in their play to identify the next steps in children's learning. Their assessments of children are accurate; they know them well and confidently talk about how they are progressing in their learning and development. As a result, all children make good progress given their starting points and capabilities. Staff obtain detailed information from parents on entry about what children can do relating to the Early Years Foundation Stage curriculum. They use this to form a baseline assessment

of children's development. As a result, children are challenged early on in their time at the pre-school nursery and therefore, make good progress.

Children develop the key skills they need to be ready for the next stage in their learning, including the move to primary school. Children develop their mathematical skills. For example, during an activity where children play with numbered skittles, staff encourage them to recognise numbers and start to develop adding and subtracting concepts. In addition, children develop their problem solving skills. For example, children persevere when trying to work out which way to unwind string around a tube to free it and when they do, they are excited and happy with their achievement. Children enjoy accessing a range of fiction and non-fiction books in a cosy book area. As a result, they develop their early literacy skills. In addition, staff encourage children to notice words and letters in the environment. Children have their own space to put their bags and coats that are labelled with their names, children recognise this and place their artwork and belongings in their space throughout the day. Children also confidently recognise their own names when name labels are placed around the table at mealtimes. Children develop their understanding of the world around them. They learn about different foods and where they come from. While cutting up potatoes for soup, children say things, such as, 'potatoes grow underneath the ground'. Staff regularly invite people to the pre-school nursery, including an animal keeper. The children talk excitedly about seeing the snails, spiders and the pre-schools nursery's pet rabbits.

Children with special educational needs and/or disabilities are happy and settle well. Staff effectively identify any extra support that they need and provide it in a timely way. In addition, they regularly refer children to health professionals for extra support. As a result, all children make good progress. Children who speak English as an additional language are appropriately supported. Staff obtain information about their home language and support them effectively in their development of the English language. Staff have developed successful relationships with parents. They regularly share information about children's learning and development. Parents contribute to children's development records with what they know their children are learning at home. Staff promote home learning; they provide children and parents with books to read at home. However, activities provided for home learning are not always tailored to individual children's learning needs in order for them to make the best possible progress.

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

Children form warm, caring bonds with their key person, staff and each other. They regularly approach staff for a cuddle, or to engage them in play activities by taking their hand and leading them to where they want to play. Staff obtain detailed information from parents when children start about established care routines. This enables them to provide an environment that children feel safe and secure in. As a result, children settle well and experience a smooth move from their home. Staff provide a range of toys and resources indoors that are easily accessible and appealing for children. Consequently, children develop their self-esteem and confidence as they make their own choices. However, there are fewer opportunities for children to independently access resources outdoors in all

weathers. This is because staff do not always unpack equipment that has been stored away when the grass area is wet. Children are regularly praised by staff for good behaviour and their achievements are recognised and celebrated by staff. For example, children regularly contribute to their development records by sticking in photographs and adding their own comments. As a result, children develop the necessary skills they need to be confident in the next stage of their development, such as moving to another setting or starting primary school.

Children learn about a healthy lifestyle as staff regularly involve children in the preparation of food. For example, children help to make soup with staff who talk to them about why vegetables are good for you and children enjoy learning about healthy foods. Staff obtain information from parents on entry about children's dietary requirements. They ensure that they supervise children at mealtimes so they only eat food that is suitable for them; as a result, they are kept safe. Children take part in regular physical exercise, such as, riding bikes, digging with spades and at special events, such as the pre-school nursery's annual sports day. Staff have high expectations of children and support them well in acquiring self-care and independence skills. For example, children help to carry bowls over to the table, dress themselves, put on their own shoes and wash their own hands.

Children's behaviour is managed effectively. Staff regularly communicate with parents and provide consistency in boundaries for children where appropriate. Children learn good manners when staff remind them to say please and thank you appropriately. In addition, staff support children to play cooperatively together by encouraging them to share toys and resources with each other. Children respond well to these positive behaviour strategies and gain important social skills. Staff support children's growing understanding of how to keep themselves safe. When using a knife to cut the vegetables, staff supervise children and talk to them about safe ways to use the knife, so that they do not hurt themselves. Children regularly taken part in emergency evacuation procedures and learn how to keep themselves safe in an emergency.

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

The providers understand their responsibility to implement the safeguarding and welfare requirements. All paperwork is in place to support and protect children's safety. Staff can recognise the possible signs and symptoms of abuse and know the appropriate action to take if they have concerns about a child. Staff regularly risk assess the environment and carry out daily checks to ensure that it is safe for children. All staff have Disclosure and Barring Service checks in place and all suitability checks are carried out before employment, indicating they are suitable to work with children. At least two members of staff who hold paediatric first-aid certificates are on the premises at all times when children are present. These staff members are kept within sight and/or hearing of other members of staff and children. Therefore, children are protected in the event of an accident. The premises is secure so children are unable to leave unsupervised and an intruder is unable to enter.

Following the last inspection, Ofsted issued a notice of action to improve. The providers have taken appropriate action to address the concerns that were raised. Staff now receive regular supervision and carry out peer observations on each other, which fosters a culture of continuous improvement. Staff comment that they feel supported by the providers and the supervision has really helped them to improve their practice. Staff now obtain detailed information from parents when children start to ensure that an accurate initial assessment of children's needs and capabilities can be made. The providers, manager and staff have received support from their local authority to rearrange the environment and now provide exciting learning experiences for children and they remain engaged in activities and are eager to learn. The provider's self-evaluation accurately highlights their strengths and areas for improvement and it includes the views of parents, children and other professionals. The providers and the manager monitor the educational programmes to ensure they have depth and breadth and are meeting the needs of all children. They monitor children's progress to check that staff assessments are accurate. As a result, they provide children, who need extra support in their learning, with timely interventions. As a result, gaps are closing and all children make good progress. The providers have recently set up accounts for staff and a new computer so they can complete the local authority's continuous professional development training. In addition, they are currently supporting two members of staff to complete their level 3 childcare qualifications. Staff regularly feedback information from training at team meetings and comment that the training has had a positive effect on their knowledge and understanding of how children learn.

Staff have formed successful relationships with parents. They share information with them on a daily basis about children's care and learning, as well as more formal meetings each term to discuss their children's progress. Staff are supportive of parent's situations and not only care for the children but provide vital support for the families in need of advice or further support. Parents comment that they are happy with the care that their children receive. Staff have established effective partnerships with health professionals. They regularly share information about the children they care for, to ensure that their health and development needs are met. As a result, all children make good progress. Staff have built up strong relationships with the local schools. They regularly share information with the reception teachers and invite them to attend the pre-school nursery to meet the children and share information about their development, in preparation for the move to primary school. Staff regularly share information with agencies to protect the safety and well-being of children they care for.

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	203764
Local authority	Essex
Inspection number	962677
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	43
Name of provider	Little Hands Pre-School Nursery Partnership
Date of previous inspection	11/11/2013
Telephone number	01376 511194

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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
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