

Little Hands Nursery School - Bourn

Bourn Village Hall, Short Street, Bourn, Cambridge, CB23 2SG



Inspection date

27 September 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The well-qualified staff team talks about the positive impact training has on their practice. For example, they have more understanding of how to enhance the environment to aid children's communication and language development. This helps all children to make good progress.
- Staff provide many activities for children to explore, using all their senses. For example, they fill a tray with fresh vegetables for children to look at, feel and smell. Children with special educational needs or disability especially benefit from these activities. Speech and language therapists speak highly of how the staff support these children to make good progress.
- Staff help children to understand the needs of others. They bring food from home to add to the harvest festival at the local church. Staff help children to understand how the food they have provided will help other people to have a healthy diet.
- The nursery staff have a flexible approach to children settling into the nursery. Children are supported well by their attentive key person. Staff make sure there are familiar resources available to children, such as toys based on popular television programmes.

It is not yet outstanding because:

- The manager's tracking of children's progress is in the early stages. It is not yet effective enough to give all staff the most precise understanding of where all different groups of children are at in their learning and development.
- Staff do not always take account of the differences in the levels of concentration of the younger children during some adult-led group activities.

What the setting needs to do to improve further

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

- embed the tracking system to help staff get an even more precise and specific overview of where all different groups of children are at in their learning
- support staff in adjusting their teaching more swiftly during large-group activities, in response to younger children's varying levels of concentration and engagement.

Inspection activities

- The inspector observed activities both indoors and outside and accompanied the children and staff on a walk to the local church.
- The inspector spoke with staff and children at appropriate times during the day and held a meeting with the provider and manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning documentation, information about the nursery's self-evaluation, evidence of suitability of staff and a range of other documentation, including policies and procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Jill Hardaker

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have a secure understanding of how to recognise signs and symptoms of abuse. They understand the procedures to follow if they have a concern about a child. Self-evaluation is effectively used to drive continuous improvements. The views of parents are gained through feedback forms and discussions. These are reflected in the ongoing plans for the nursery. Recruitment and vetting procedures are robust. All checks are thoroughly undertaken to ensure all staff are suitable to work with children. The staff benefit from observing each other's practice and from regular supervision meetings. Staff's professional development and discussions about the needs of their key children are given high priority at these meetings.

Quality of teaching, learning and assessment is good

Staff provide a wealth of activities for children to choose from both indoors and outside. Children enjoy exploring paint with leaves and fir cones. Staff encourage them to look at the patterns they have made on their paper and the new colours emerging as paint mixes together. This motivates children to explore even more. As children use construction toys, staff introduce them to mathematical language, such as in front and behind. Children enjoy sorting toy animal into sets and staff help them to count how many there are. Staff encourage parents to play an active part in their children's learning. Parents borrow books and puzzles to use with their children at home. Staff effectively plan for individual children's next steps in learning, incorporating these into the daily plans. Children are encouraged to give their ideas on activities and resources they would like to use when they next attend. Staff are proactive in contacting other settings where children attend. They share development information to help promote consistency in children's learning.

Personal development, behaviour and welfare are good

Staff place a high priority on outdoor learning; children can choose to be outdoors whenever they want to be. They eagerly engage in physical activity, such as climbing and riding on bicycles. Children are highly confident and show respect for each other. They effectively organise their own games, take turns and use good manners with their friends. Staff help children to learn about managing risk. For example, children undertake checks of the garden each day. They identify risks, such as sand on the climbing frame being a slipping hazard. They find a brush to clean it off and mark it down on their evaluation sheet. Parents speak highly of the nursery staff, their children have a consistent key person and parents state their children thoroughly enjoy their time at the nursery.

Outcomes for children are good

Considering their starting points and abilities, all children make good progress. This includes children with special educational needs or disability and those for whom the setting receives additional funding. Staff follow children's lead during play and model language effectively. Children understand how to use tools correctly, such as precisely using cutters with dough and holding pencils correctly for drawing. Children are developing into independent learners and are gaining the skills they need to be ready to move on to school.

Setting details

Unique reference number	EY485635
Local authority	Cambridgeshire
Inspection number	1002451
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	40
Name of registered person	Little Hands Nursery Schools Limited
Registered person unique reference number	RP902631
Date of previous inspection	Not applicable
Telephone number	01954 710 656

Little Hands Nursery School - Bourn was registered in 2015. The nursery employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and the manager holds early years professional status. The nursery opens Monday until Friday from 8.30am to 4.30pm through school term time and through some school holidays. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs or disability.

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