

Little Hands Toddlers & Pre-School



Wollescote Community Centre, Wassell Road, Stourbridge, West Midlands, DY9 9BY

Inspection date

18 January 2017

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 provider and senior managers astutely monitor the pre-school provision. They make well targeted, timely improvements which reflect the views of staff, parents and children. These include adapting assessment, planning and the layout of the room to enable staff to focus more precisely on promoting each child's abilities and needs.
- Positive partnerships with parents ensure children's needs are fully met. The manager and staff are receptive to parents' circumstances and sensitively help them to access different family services. Parents appreciate the manager and staff's guidance and opportunities to attend pre-school workshops and to discuss their children's progress.
- The manager and staff's accurate assessments ensure they know how well children are progressing and effectively plan for their future learning. They conscientiously work with parents and other agencies to provide well-targeted support and strategies to help children who have special educational needs or disabilities to progress well.
- Children are happy, confident and have a strong sense of belonging. They enjoy exploring the child-friendly surroundings and are supported well by the kind and reassuring manager and staff. Children feel valued because their suggestions and interests are followed up and their efforts and achievements are celebrated.

It is not yet outstanding because:

- Staff do not always minimise distractions at mealtimes. This inhibits them from fully promoting children's independence and self-care skills and awareness of healthy eating.
- During some group activities, staff do not adapt their teaching well enough to help less-confident children to join in or to sustain every child's active involvement.

What the setting needs to do to improve further

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

- improve opportunities for children to learn about the importance of a healthy diet and to further develop their independence and self-care skills at meal and snack times
- improve staff's interactions with children to help them join in and to extend their involvement and conversations during group activities.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held meetings with the provider, operations manager, pre-school manager and deputy manager. She spoke to staff and children during the inspection.
- The inspector discussed the provider's self-evaluation and plans for improvement.
- The inspector looked at relevant documentation, including policies and procedures and evidence of the suitability of staff working in the pre-school.
- The inspector took account of parents' views from her discussions with them during the inspection and from their written feedback to the provider.

Inspector

Rachel Wyatt

Inspection findings

Effectiveness of the leadership and management is good

Effective recruitment, staff performance and development procedures ensure that the manager and staff are well qualified and knowledgeable and that their care and teaching are good. They work well together to promote children's health and safety and to offer them enjoyable, rich and varied activities. This includes conscientiously liaising with families and different agencies to assess and plan for the needs of vulnerable children and those children who have developmental delay. Arrangements for safeguarding are effective. The manager and staff attend regular safeguarding training and have a sound knowledge of abuse, neglect and other risks to children. They are vigilant about checking children's welfare and know exactly what to do when they have concerns about a child.

Quality of teaching, learning and assessment is good

Staff usually interact well with children to promote their enjoyment and to encourage them to try new experiences. Staff successfully help children to develop their speech and language, using familiar songs and rhymes, props and visual aids as well as repetition and questions. Staff are proactive about seeking support for children with speech and language delay and successfully follow up strategies recommended by speech and language therapists. They help children who speak English as an additional language to understand and speak English well. Children relish opportunities to be imaginative, to act out roles, make dens and play with small-world toys. They are absorbed when they explore different materials, such as sand, mud, water and play dough. Children are active and enjoy being outdoors. They confidently use apparatus and wheeled toys, play ball games and eagerly tackle obstacle courses.

Personal development, behaviour and welfare are good

Staff calmly reassure and settle children, who soon get to know routines and confidently explore their inviting, well-equipped surroundings. Children help themselves to toys and resources, which develops their independence and ideas for play. They are generally well behaved and staff encourage children to share, take turns and play cooperatively. Children are keen to help. They show other children how to take part in an activity and they look after their possessions. Children are well cared for in accordance with their individual health, dietary and care needs. Staff successfully foster children's independence in going to the toilet, washing their hands and getting ready for outside play. Staff carefully supervise children. They teach children how to behave safely and sensibly as they move around the premises and use utensils and equipment.

Outcomes for children are good

Children make good progress in relation to their starting points which, for some children, are below age expectations. They are well prepared for the next stage in their learning, including starting school. Children are confident, active and imaginative learners who have friendly relationships and enjoy being at pre-school. Children enjoy stories, songs and rhymes. They count and compare numbers and explore colour, shape and quantities.

Setting details

Unique reference number	EY493833
Local authority	Dudley
Inspection number	1030546
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	48
Number of children on roll	28
Name of registered person	Sharon Helen Ramsey
Registered person unique reference number	RP515645
Date of previous inspection	Not applicable
Telephone number	07554 792082

Little Hands Toddlers & Pre-School was registered in 2015. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or 3, and one has a foundation degree. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 2pm, except on Thursdays when the session is from 9am until midday. The pre-school provides funded early education for two-, three- and four-year-old children.

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