

# Little Hands Nursery School - Melbourn

1 The Moor, Melbourn, Royston, SG8 6ED



## Inspection date

7 February 2017

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff have developed extremely strong partnerships with parents and other professionals. They work collaboratively to ensure that children's care and learning needs are consistently promoted. Numerous parents share their thoughts. They speak very highly of the staff team and of the excellent relationships they have with their child's key person.
- Children's mathematical development is promoted well. Staff count with toddlers as they post small pictures through slots in toys. Older children look at prices in the play shop and show how they are learning to identify and understand numbers.
- Children are very well supported as they settle at the nursery, change rooms and move on to school. Staff implement a flexible approach based on each child's needs. This helps children to quickly feel secure in their new environment.
- The manager and staff team evaluate their work. They include the views of parents and children and make positive changes, where relevant, to improve. For example, they have changed the layout of the garden to give babies a dedicated safe place to explore.

### It is not yet outstanding because:

- At times, older children's concentration is interrupted when staff quickly change activities at small-group times, without giving children an opportunity to complete their learning.
- Staff in the pre-school room miss opportunities to extend children's problem solving and thinking skills to the highest levels.

## What the setting needs to do to improve further

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

- enhance older children's learning opportunities, minimising the risk of their engagement and concentration being interrupted
- provide further opportunities for children to solve their own problems and to develop their thinking skills to the highest possible levels.

### 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 carried out a joint observation with the nursery manager.
- The inspector held a meeting with the provider and nursery manager and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views. She also spoke with staff and children at appropriate times throughout the inspection.
- The inspector looked at a range of documentation, including the nursery safeguarding procedures, complaints, attendance records and children's observation and assessment records.
- The inspector reviewed the nursery's evaluation documents and discussed other methods of reflective practice.

### Inspector

Jill Hardaker

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a clear knowledge and understanding of the procedures to follow if they have any concerns about children in their care. They know which professionals to contact if they have any child protection concerns. Staff have completed specialist medical training to make sure they understand how to support children with complex medical needs. The management team has a robust and effective recruitment and induction system. New staff report how well they are supported to thoroughly understand their role and responsibilities. Managers use regular supervision meetings and annual appraisals to support staff to look at their own performance. Staff have opportunities to share new knowledge gained through training, with each other during regular staff meetings.

### Quality of teaching, learning and assessment is good

Staff plan effectively for their individual key children. They complete a range of daily observations to identify where children's interests are and link these interests to their next steps in learning. Children are given many opportunities to choose their play and learning. Babies enjoy sensory experiences as they explore ice and cooked pasta. Staff use clear descriptive language with the babies to help them hear new words. They describe ice as freezing and pasta as squishy. Staff encourage toddlers to make links in their learning. For example, children take sand to the role play area and use it for pretend cooking. Staff talk to them about what they are making and children tell them it needs to go in the oven to cook. Older children enjoy pretend play outdoors. They dress up as builders and use construction toys to make bridges over puddles. They talk to each other about what they are doing and negotiate well. They also enjoy using the mud kitchen for pretend cooking, spending sustained periods of time on their creations, such as making pancakes.

### Personal development, behaviour and welfare are outstanding

Inclusive practice at this nursery is outstanding. Staff's support and care for children who have special educational needs and/or disabilities is superb. They are very careful to ensure furniture and resources are kept in familiar places, in order to help children feel extremely secure in the environment. This also enables all children, including those with vision problems to find their own belongings and learn to dress themselves competently in their outdoor clothes. Staff are skilful in managing children's dietary and complex medical needs. Parents are highly appreciative of the high level of support they offer. Staff have high expectations of children to be independent and to learn to do things for themselves. Children are very well supported to form close bonds that enable them to feel safe and secure. Staff use all opportunities to praise children's efforts, raising their self-confidence.

### Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, are making good progress in their learning. Babies and toddlers develop curiosity and positive attitudes towards their learning. Older children use paintbrushes to make marks in mud outdoors, helping them to develop their early writing skills. This helps to prepare them well for their next stage of learning and for starting school.

## Setting details

<b>Unique reference number</b>	EY485624
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1002449
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	80
<b>Name of registered person</b>	Little Hands Nursery Schools Limited
<b>Registered person unique reference number</b>	RP902631
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01763 260964

Little Hands Nursery School - Melbourn was registered in 2015. The nursery employs 17 members of childcare staff, of whom 11 hold appropriate early years qualifications at level 2 or above. This includes one member of staff who holds qualified teacher status. The nursery opens on Monday to Friday from 8.30am to 4.30pm, all year round. The nursery provides funded early education for two-, three- and four-year-olds. The nursery supports children who have special educational needs and/or disabilities.

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