

Inspection of Little Hands Pre-School Nursery

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

Inspection date: 30 September 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children settle well, are emotionally secure and explore the environment confidently. They are happy and form strong friendships with their peers. Children readily share resources and compliment each other's artwork. They are well behaved and polite to each other and staff. Children show care and concern for their friends. They hug each other when they are sad.

Children love to learn. They benefit from enthusiastic staff who show they enjoy their company and are interested in what the children have to say. Children learn about the world around them and how to look after the environment. Children enjoy deciding what recycling bins their rubbish goes in. Staff help them to learn how they can do their part in caring for the planet. Children learn how to keep themselves safe. They pay close attention to staff and follow their instructions during emergency evacuation practices.

Children have plenty of opportunities to be independent. They wash their hands at the child-height sink, dry them on paper towels and blow their own noses. Children love to help staff with everyday tasks. They help to sweep up with a dustpan and brush, and independently tidy up without any instruction from staff. Children also wash and dry up their own plates and cups.

What does the early years setting do well and what does it need to do better?

- The managers are committed to providing children with the best start in life. They use additional funding effectively to support all children to make good progress. The managers have identified a need for speech and language support for several children. They have completed specialist training so they can help individual children with their communication needs.
- Staff keep a close eye on the children who are vulnerable and ensure they are well supported. They liaise closely with outside agencies to ensure children and families are safeguarded, and their needs are met.
- The managers place a high importance on the well-being of their staff. They check in with staff regularly and help them seek support if they need it. The managers were, and continue to be, very supportive and understanding of everyone's needs during the COVID-19 (coronavirus) pandemic. They make sure procedures are in place so that staff feel comfortable and safe in the setting.
- Staff are committed to helping children learn about the environment and how they can make a positive impact. They help children to understand the importance of recycling materials. Staff are passionate about children learning the process of where their food comes from and how they can make better choices for their own health and the environment.
- The managers and staff understand the importance of developing children's

small and large physical skills for early writing. These skills are encouraged throughout all activities. Children join in physical games in the garden where they develop their arm muscles. Children show high levels of concentration as they use plastic screwdrivers to turn screws into plastic boards, developing their finger muscles.

- Partnerships with parents are successful. Staff keep parents updated about policy changes and their children's achievements. Parents comment how much the staff have helped their children develop their communication and language skills. However, staff focus less on all parents being engaged in their children's learning at the setting and at home.
- Staff get to know children well and plan accordingly for their developmental needs. Staff are enthusiastic to teach children new skills and children respond well to staff's positive interactions. However, staff's enthusiasm to help children sometimes means they give children the answers or complete tasks for them, instead of encouraging children to solve problems themselves.
- Staff know the important role they play in ensuring children keep themselves safe and healthy. Children have plenty of opportunities to engage in physical exercise in the large garden. Staff talk to children about making healthy food choices while eating snack.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a sound safeguarding knowledge. They know the action to take if they have a concern about a child. Staff are also clear of their duty to report any concerns about each other's practice. The management team has safe recruitment procedures in place. They check the suitability of each staff member to ensure they are suitable to work with children. Staff have a good understanding of wider safeguarding issues, such as extremist views or radical behaviours and how to report concerns. Staff ensure that they practise safety procedures regularly, such as emergency evacuation, to keep children and staff safe.

What does the setting need to do to improve?

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

- help staff to support children to solve problems for themselves
- enhance communication with parents to help them further support their children's learning at the setting and at home.

Setting details

Unique reference number	203764
Local authority	Essex
Inspection number	10209197
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	49
Name of registered person	Little Hands Pre-School Nursery Partnership
Registered person unique reference number	RP909270
Telephone number	01376 511194
Date of previous inspection	30 October 2018

Information about this early years setting

Little Hands Pre-School Nursery registered in 1994. It employs 10 members of childcare staff. All hold appropriate childcare qualifications at level 2 or above, including one member of staff who holds Qualified Teacher Status. The setting opens Monday to Friday, from 9am until 2.55pm, term time only. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Daniella Adams

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff spoke to the inspector during the inspection.
- One of the managers and the inspector carried out a joint observation of an activity.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

We carried out this inspection 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.

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