

# Inspection of Helping Hands Day Nursery

4 St. Chads Road, TILBURY, Essex RM18 8LA

---

Inspection date:

20 December 2021

---

## **Overall effectiveness**

---

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Good

## What is it like to attend this early years setting?

### The provision requires improvement

Children's progress is not consistently supported. The educational programmes do not always support all children's learning. For example, when older children create an imaginary train using blocks, staff overlook the opportunity to encourage them to find additional resources to extend their interest and play. Nevertheless, children enjoy pretending to be on the train, making noises and talking to staff about where they are going. Older children become excited at the prospect of making dough, although again, staff miss some opportunities to get children further involved. However, children enjoy rolling, cutting and shaping dough. They talk to staff about the different shapes they are making, using their hands and the cutters to create shapes and imaginary food.

Younger children use their early communication skills to express their interest in accessing resources which are out of their reach. Staff hand them paper and pencils. However, they forget that the children are too young to have the necessary skills and control to hold a pencil. Children quickly lose interest. In contrast, a colour matching game quickly captures other children's excitement. They concentrate and eagerly wait for their turn to guess where the different coloured pegs were. Children talk to staff, who respond with relevant questions to help extend children's thinking and communication skills.

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

- Staffing changes, due to term time working and annual leave, have meant that the quality of education and the activities staff provide for children are not consistent. Low attendance in the run up to Christmas means that staff care for all the children in the under two's room. Therefore, resources do not meet the needs of the oldest children.
- The provider, who is the manager, tracks children's progress to see if there are any gaps in their learning. This has enabled staff to identify areas in children's learning, which have fallen behind during the COVID-19 pandemic. Staff are aware that many children require help to boost their social and communication skills back to pre-COVID-19 levels.
- Sometimes, staff forget to prepare children for what is about to happen. Snack time suddenly arrives and children are asked to stop what they are doing. This interrupts their concentration and enjoyment. In contrast, staff let children know in advance that it will be lunchtime soon, which enables them to complete what they are doing and pack away.
- Children who have special educational needs and/or disabilities receive good levels of support. Staff work closely with external professionals to meet children's individual needs. For example, sensory areas were created in both rooms to provide continuity for children who become overwhelmed sometimes.

The manager made use of the additional funding money to purchase resources to encourage children to use and feel comfortable in these new areas.

- The manager completes regular supervision for each member of staff. She uses this time to check on their welfare and find out if they have any concerns about the children in their group. Staff have access to a range of online training to help support their own professional development. The manager regularly checks that her staff remain suitable to work with children.
- Staff help children to learn and understand the importance of good hygiene routines. Children quickly learn that they must wash their hands before eating and after being outside. Staff keep the environment clean, which helps to further minimise any risk of cross infection.
- Children enjoy playing outside. The garden area is very small, but staff make the most of the space available to provide children with opportunities to explore sand and mud play. Children use different tools to draw on a large board. They enjoy climbing up the steps to slide down the other side.
- Staff help children to learn to share, take turns and respect each other. Children show concern when one of their friends becomes sad. Staff encourage parents to share their aspects of their culture to help children learn what makes them unique and special.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of how to safeguard children. They know the possible signs and symptoms, which could indicate a child is at risk of harm or abuse. Staff are clear about what they would do in the event of any concerns or if an allegation was made against a fellow member of staff or the manager. Policies and documents are easily accessible to staff should they need to find contact details for relevant professionals within the local safeguarding partnership.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
take action to ensure that the educational programmes are ambitious and planned to support all children to make the best possible progress	28/01/2022
ensure children, particularly the older children, have access to suitable resources that constantly challenge and motivate them to learn through play.	28/01/2022

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

- improve staff's understanding of the importance of effectively managing daily routines to enable children to understand what is expected of them and remain engaged.

## Setting details

<b>Unique reference number</b>	EY423018
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	10217517
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Helping Hands Day Nursery Limited
<b>Registered person unique reference number</b>	RP904144
<b>Telephone number</b>	01375858566
<b>Date of previous inspection</b>	26 January 2018

## Information about this early years setting

Helping Hands Day Nursery registered in 2011 and is privately run and managed. The nursery opens Monday to Friday from 6.30am until 7pm, for 51 weeks of the year. The nursery employs seven members of staff, of whom, four hold early years qualifications at level 5. The nursery receives funding to provide free early education for children aged two-, three- and four-years-old.

## Information about this inspection

**Inspector**  
Sue Mann

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 inspector viewed all areas of the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021