

Inspection of Loving Hands Int. Nursery School

Christ Church Centre, Sumner Road, Croydon, Surrey CR0 3LJ

Inspection date: 11 January 2022

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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy using the accessible resources at this diverse and welcoming pre-school. Most children who have recently started quickly settle into the pre-school's routines. Some children who speak English as an additional language share their home language with staff from similar backgrounds. Children who may need extra help with their learning begin to engage with activities when they receive close attention from staff.

Children are happy and eager to get up and dance during group singing. Those who speak languages other than English at home show their increased confidence as they join in with actions. Children receive encouragement from staff to recognise colours and sort as they build using interlocking bricks. Children take part in activities that extend their experiences. For example, they enjoy regular football sessions with an external coach and visit the theatre. Children have opportunities to develop their independence. Staff encourage them to put on their coats, locate their water bottles and clear their plates after snack. Children show their emerging interest in books. They sit in cosy tents and look at books with their friends. Children receive support to achieve independent self-care.

At times, children's individual learning and development needs are not considered sufficiently well by staff. Expectations are not high enough for some children. Despite this, children have opportunities to practise the skills that they need for future learning.

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

- Staff provide opportunities for children to move their bodies in a range of ways. Children stretch their muscles as staff teach them yoga. They manoeuvre scooters with skill and use their feet to propel themselves along while sitting on wheeled toys. Staff encourage children to run and hop in order to keep warm outdoors as part of learning about how their bodies work.
- The special educational needs coordinator (SENCo) works well with parents and other professionals. She seeks advice from external practitioners when gaps in children's learning persist. The SENCo implements some effective methods to help those children who need extra support to engage in learning.
- Staff plan some activities that help children to develop their curiosity and work out what will happen next. However, staff do not closely consider the different needs and abilities of children during adult-led activities or routines. Staff do not consistently challenge the most-able children. Despite this, most children make steady progress in their learning.
- Children generally behave well. They follow instructions and understand what is expected of them. Staff model positive interactions and encourage good

manners. Children wait and take turns during smaller group activities. They show that they acquire good social skills.

- Staff help children to understand how to stay healthy. They create displays, read books and discuss the benefits of fruit and vegetables. Children show what they know, for example when they tell staff that eating too much sugar causes cavities. Children enjoy nutritious snacks that reflect their dietary needs.
- Children enjoy using their imaginations. They explore size, for example, as they play with dinosaurs and line them up according to how big they are. Children speak with staff during role play about what they will prepare for them in the pretend kitchen. They share resources with their friends as they 'cook' alongside them.
- Staff provide opportunities for children to develop their literacy. Children select accessible books and look closely at illustrations. Staff model how to write, for example as they put children's names on paper before they draw or make marks. Children strengthen their small-hand muscles as they manipulate dough or handle tools. This contributes to later writing.
- Staff plan some activities that help children to understand other cultures and communities. For example, children make clay diva pots to acknowledge Diwali. They see some labels and text in different languages. However, opportunities for children to recognise, value and share their home languages, cultures and communities as they play and learn are more limited.
- Staff use technology to share information about children's learning. Some staff help to translate important information for parents from similar backgrounds. However, the information that parents receive is not always accessible or easy for them to understand. This hinders their ability to support their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are aware of potential risks to children, including exposure to extreme views, domestic abuse or female genital mutilation. They understand how to use the pre-school's procedures if they think a child is at risk of abuse or neglect. Staff know how to respond to any concerns about the behaviour or actions of a colleague. Leaders follow safer recruitment guidance. There are appropriate arrangements to check the initial and ongoing suitability of staff. Staff implement procedures, such as risk assessments, effectively. They show that they follow the pre-school's COVID-19 protocols in order to keep children and families safe.

What does the setting need to do to improve?

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

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| improve support for teaching, so staff consider the needs of children and what they need to learn next, as they implement activities and routines | 01/03/2022 |
| increase opportunities for children to recognise, value and share their languages, cultures and backgrounds. | 01/03/2022 |

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

- enhance information shared with parents so that they understand how to support children's learning at home.

Setting details

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| Unique reference number | 2553138 |
| Local authority | Croydon |
| Inspection number | 10215779 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 24 |
| Number of children on roll | 15 |
| Name of registered person | Loving Hands International Nursery School Limited |
| Registered person unique reference number | RP910275 |
| Telephone number | 07888 289210 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Loving Hands Int. Nursery School registered in 2019 and is situated in Croydon, Surrey. It is one of four privately owned settings. The setting is open Monday to Friday from 9.15am to 12.15pm, during term time only. Three staff, including the manager, work directly with children. All staff hold qualifications at level 3. The provider receives funding for early education places for children aged two, three and four years.

Information about this inspection

Inspector

Kareen Jacobs

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the provider.
- The manager showed the inspector around the pre-school and explained how staff support children's learning and development.
- The inspector observed the quality of interactions between staff and children, and assessed the impact of these on children's learning.
- The inspector observed and discussed a children's activity and nursery routines with leaders.
- Leaders met with the inspector. Discussions included safeguarding and arrangements for the recruitment and support of staff.
- The inspector reviewed documents. These included evidence of the suitability of staff, relevant policies and evidence of staff's professional development.
- The inspector spoke with staff and children at appropriate times and considered the views of parents.

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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