

Inspection of Red Hen Day Nursery

Manor House Farm, Reston Road, Legbourne, Louth, Lincolnshire LN11 8LS

Inspection date: 11 February 2022

Overall effectiveness	Good
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are enthusiastic learners who love coming to nursery. The exciting learning opportunities capture their imagination and attention. Children's happiness is at the heart of every decision staff make. They radiate confidence and gain a breadth of skills through everyday experiences. Children independently fill jugs of water for their friends and pour their own drinks. They develop their hand muscles and social skills while making snack as a team, using a variety of cutlery.

Children show great strength and courage while exploring a range of outdoor opportunities. They show perseverance while climbing trees, explaining to each other how to keep safe by watching where they put their feet. Children laugh and wave at each other, shouting 'you are a cheeky monkey', which sparks a conversation about what monkeys like to eat for breakfast. They learn about healthy food and discuss how they helped to plant and grow the vegetables in their dinner.

Children are very caring and courteous towards each other. Older children happily share their spades with younger children while planting bulbs. They share information they have learned before, explaining the label has a picture of what the flower will grow into. Children behave exceptionally well. They have a deep understanding of daily routines and staff's clear boundaries. They listen for the cue to stop and place their hands on their head, ready to line up to go inside.

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

- Staff know the children extremely well and meet their individual care needs with compassion. Staff observe children playing and closely monitor their progress. They focus on fully supporting any potential gaps in children's learning and experiences, including those with special educational needs and/or disabilities.
- Staff use children's interests to create engaging activities, building on what they know and can do. Children show an interest in bubbles while washing their hands. Staff use this information to create an experiment with washing up liquid, water, string and other materials. Staff encourage children's curiosity, supporting them to create a 'bubble window' using their hand muscles. The children squeal in excitement as they make a bubble.
- Staff interact with children extremely well. This rapidly improves children's speech, particularly for those who need additional support. Children practise facial movements while blowing the bubbles and repeat 'pop', 'splash' 'bang' and other new vocabulary. Staff ensure children learn to take turns and share, encouraging them to fetch more water so their friends can join in.
- Staff encourage children to make choices in their play and share their imaginative ideas. Staff question children while they make creations out of clay

and sticks. Children explain they have made wands, like witches. Staff ask them to recall information learned from familiar books. Children add that they need a broom, a hat and a black cat. Staff teach children the word, 'abracadabra', as they pretend to fly off to the seaside.

- Staff and leaders have high expectations for all children. Children have excellent manners, always using 'please' and 'thank you'. Staff praise them for waiting for everyone to be ready before starting their lunch. Staff teach children how to respect their belongings, reminding them to hang up their coats. Staff teach children from a young age about keeping safe. Staff in the baby room blow and pretend to cool tea down and check it isn't too hot, which the children copy.
- Staff broaden children's understanding of the environment and wider world. Children learn about the life cycles of frogs as they visit them at the on-site pond. Staff cook a variety of meals from around the world with children from scratch, such as pheasant curry.
- Leaders work alongside staff to adapt the environment based on extensive research. Staff find training that supports children's interests. For example, they attended a birdwatching course as children showed an interest in birds. This helped staff to develop children's knowledge and skills further. Leaders do not always complete documentation that provides Ofsted with relevant information. For example, leaders failed to complete documentation informing Ofsted that an established member of staff had become part of the company. However, as the changes have no impact on the suitability of staff at the setting, there is no risk to children's safety.
- Parents and carers feel part of children's learning and speak highly of all staff. They explain how staff extend children's love of reading and stories. They feel well supported by staff with children's development at home, including with toilet training. Parents say children are 'welcomed, accepted, encouraged and challenged'.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders have a thorough knowledge of how to keep children safe from harm. They know the children and families well and are alert to concerning signs and symptoms. Staff are confident in fulfilling their responsibilities, including reporting and escalating any concerns. The site is safe and secure and there are clear procedures in place for visitors. Staff assess the site regularly to ensure it is a safe environment for children to play. They implement effective measures to keep children safe outdoors and give children the knowledge to keep themselves safe in nature. Leaders have a thorough recruitment process. They ensure the ongoing suitability of all staff.

Setting details

Unique reference number	EY279807
Local authority	Lincolnshire
Inspection number	10138459
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	72
Number of children on roll	97
Name of registered person	D R Harrison Ltd
Registered person unique reference number	RP521798
Telephone number	01507 603535
Date of previous inspection	16 October 2013

Information about this early years setting

Red Hen Day Nursery registered in 2004 and is situated in Legbourne, Lincolnshire. The nursery is open Monday to Wednesday from 8am until 6pm, and on Thursday and Friday from 8am to 4.30pm, all year round, except for public holidays and Christmas week. The nursery employs 23 members of childcare staff in addition to the owner. Of these, 19 hold appropriate early years qualifications at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lora Teague

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the setting and has taken that into account in the evaluation of the setting.
- Leaders and the inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- Leaders and the inspector observed and evaluated an activity.
- The inspector observed staff and children of all ages through the setting, assessing the quality of education and its impact on children's learning and development.
- The inspector spoke to a range of parents and took their views into account.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks and safeguarding policies and procedures.
- The inspector held discussions with staff and leaders regularly during the inspection.

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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