

Inspection of Little Hands Daycare

Amblecote Christian Centre, 102-104 Brettell Lane, STOURBRIDGE, West Midlands
DY8 4BS

Inspection date: 18 February 2022

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

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this child-centred, nurturing environment. They benefit from an extensive array of exciting and stimulating activities that promote their curiosity and help to embed a deep-rooted passion for learning. The nursery is a hive of activity. Children of all ages are engrossed in activities and have fun as they learn. All children make rapid progress in their learning.

Children form close relationships with staff and their peers. They benefit from wonderful warm interactions, which help to develop their confidence and self-esteem from an early age. Children's behaviour is exemplary. They industriously work together with their friends to see how high they can build a tower of tiles and blocks. They compare the shapes and sizes, think carefully about where to place them and guess whether they will cause the tower to fall. Children learn about their heritage and are encouraged to be open minded and accepting of others. They take part in a 'what it is like to be me day' where they bring things from home to showcase their individuality and uniqueness.

Children's well-being is given the utmost priority. They enjoy yoga sessions and have daily opportunities for fresh air and exercise. Children relish being outside in the garden. They splash through a deep puddle and say they are 'stomping like a dinosaur'. They hunt for objects in the garden and place them in the puddle to see if they sink or float.

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

- The nursery benefits from a highly motivated, knowledgeable and forward-thinking management team. They continually reflect on their already excellent practice to ensure that the nursery continues to evolve. Staff are valued and their ongoing professional development is given the utmost priority. They undertake copious amounts of training and share their knowledge and expertise to the benefit of others.
- Managers are meticulous in their concern for staff's well-being. They have developed an employee well-being strategy and introduced an assistance programme. Experienced and highly trained well-being coaches across the company ensure staff have a point of contact who they can talk to about any concerns. This has had a major impact on staff morale. Staff say that the support they receive is superb.
- The curriculum is sharply focused to ensure all children make the best possible progress. Managers work alongside staff to view the environment from a child's perspective. Staff are highly skilled and inspirational. They know the children exceptionally well and successfully develop and extend activities from children's interests.

- Children's communication and language are significantly enhanced through the implementation of targeted intervention programmes and the use of British sign language. Staff continually extend children's vocabulary and introduce new words during activities. Staff have made lending library bags with resources and ideas to help parents to support language at home.
- Older children are transfixed as they learn about other countries where staff were born. They study an atlas and learn that it is a book of maps. Staff tell them that the atlas is named after a Greek god who holds the world above his head. Children try to hold the atlas above their head and say that it is very heavy. Children taste food from Greece, including olives and roasted peppers.
- Toddlers' concentration is superb. They sit for a prolonged period of time as they make play dough. They know the ingredients they need and take turns to add them to a bowl and stir the mixture. Children use the finished product to take part in dough gym. They squash, push, clap, poke, roll and bounce the dough to develop the muscles they need in preparation for early writing skills.
- Babies are engrossed as they explore an upturned table with ribbon woven across the legs and farm animals in the table base. They concentrate as they negotiate how to move the farm animals through the ribbons.
- Children's behaviour is managed extremely well and children learn to regulate their own emotions. Staff provide clear explanations and introduce emotion spoons and mirrors to support children to share how they feel.
- The support provided for children who have special educational needs and/or disabilities is excellent. They are provided with additional support from highly qualified and experienced staff to ensure their needs are fully met.
- Parents are fully involved in their child's learning. They are invited to attend interactive story sessions and parent workshops on topics such as oral health, British sign language and communication and language. Staff work closely with the church and a local university to explore empathetic interactions with families. They find out about home circumstances and provide support to children and their families where needed.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a highly comprehensive knowledge of safeguarding. They recognise that they all have a duty of care to protect children, each other and students. Staff have a superb, in-depth knowledge of the signs and types of abuse, including the indicators of radicalisation, witchcraft and county lines. They know and confidently implement the correct procedures to follow if they have a concern about a child in their care. Children's safety is given top priority and staff aspire to create an environment where children feel safe. Risk assessment is continual and based on individual circumstances. For example, due to adverse weather conditions, managers make the decision that younger children will do physical activities indoors.

Setting details

Unique reference number	EY425399
Local authority	Dudley
Inspection number	10225787
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	44
Number of children on roll	90
Name of registered person	Ramsey, Sharon Helen
Registered person unique reference number	RP515645
Telephone number	01384 441441
Date of previous inspection	23 November 2016

Information about this early years setting

Little Hands Daycare registered in 2011. It is one of two settings owned by the same provider. The nursery employs 18 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 and above, including five who hold level 6 and three who hold level 5. The nursery is open from 7.30am until 6pm, Monday to Friday, all year round, except for bank holidays and a week during the Christmas holiday period. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Johnson

Inspection activities

- This was the first routine inspection the setting 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 setting.
- A meeting was held between the inspector, the operations manager and the deputy manager.
- The inspector looked at a selection of documentation and checked the suitability of staff working with the children.
- The inspector spoke to children, staff and parents at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation with the operations manager.
- The operations manager and the inspector completed a learning walk together. They observed staff's teaching practice during activities.

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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