

Inspection of Handprints Day Nursery And Pre School

10 Station Road, Earl Shilton LE9 7GA

Inspection date:

15 March 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children happily separate from their parents at the door, waving goodbye as they go to find their friends to play with. Children develop a love of stories and books. They cuddle with staff as they read to them. Staff help children learn how to handle books with care so that the pages do not get ripped. They encourage children to look at books together. Pre-school children delight in sharing their knowledge with each other as they name the different types of dinosaurs they can see in the pictures of their favourite books.

Children are supported well to learn new skills. Staff demonstrate to them how to use scissors. When children struggle, staff encourage them to persevere and praise their efforts. Pre-school children work together to create an obstacle course out of tyres and planks of wood. They jump into and out of the tyres and hold their arms out wide as they walk carefully along the planks of wood. Children help their friends to balance if they struggle. They take hold of their friend's hand, telling them to 'walk slowly'. Staff teach children to manage risk. Toddlers listen to instructions and demonstrate that they understand what is being asked of them. They stay in line, singing 'one behind the other', as they hold on to a handrail to walk down the steps into the garden.

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

- The manager and staff have a clear vision of what they want children to learn from the curriculum. Staff focus on supporting children to have the skills they need for the next stage in their learning, including their eventual move to school. Staff get to know the children in their care well. They use information gathered from parents and from regular observations of children to find out children's individual interests. Staff include these as they plan for children's next steps in learning.
- Staff ensure that children who need extra help receive it at the earliest opportunity. They work closely with parents and other professionals to put appropriate support in place for children who speak English as an additional language and for children with special educational needs and/or disabilities. Staff use sign language, alongside words, to help children understand instructions and encourage the development of their language and communication skills.
- Staff incorporate numbers and mathematical language into daily routines and play. Toddlers fill and empty plant pots with soil. Staff support them to count how many scoops of soil it takes to fill the plant pots to the top. Pre-school children confidently count beyond 10 as they help staff sort out buttons. As children play imaginatively with toy dinosaurs, staff encourage them to order them by size. Children successfully identify the largest and the smallest.
- Staff support children to develop their physical skills in a variety of ways. Babies

laugh with delight as they crawl after balloons. They watch as staff send balloons into the air, reaching their arms up to catch them as they fall. Toddlers notice the marks that they make as they paint. They tell staff 'that's my daddy' as they use brushes with control to paint circles.

- Parents are complimentary about the nursery. They comment that their children enjoy attending and have made good progress in their development, particularly in their speech, independence and social skills. Parents say that they are kept well informed about their children's achievements and the experiences that their children have each day.
- At mealtimes, staff encourage children to be independent. Pre-school children take it in turn to pour their own drinks and help themselves to food. Staff remind children to use good manners and say 'please' and 'thank you'. However, the snack-time routine for toddlers is chaotic. Children who finish their snack first move around the dining room putting on coats and shoes to go outside. This unsettles the children who are still eating.
- Children have the opportunity to play outdoors each day and exercise in the fresh air. Staff provide children with freshly cooked healthy meals. They encourage children to wash their hands before eating. However, staff do not consistently help children to understand how these things contribute to their good health.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete regular safeguard training, and this knowledge is kept up to date and tested during regular discussions with the manager. Staff are aware of the signs that could indicate that a child is at risk of harm. This includes being aware of safeguarding issues such as county lines and female genital mutilation. Staff know how to follow the setting's whistle-blowing policy and what to do if they have concerns about the conduct or suitability of a colleague. Adult-to-child ratios are met and staff are well deployed to meet the needs of children. Children are supervised well indoors and outdoors.

What does the setting need to do to improve?

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

- improve the organisation of routines for toddlers so that they can remain focused and engaged
- help children understand how to develop a healthy lifestyle.

Setting details

Unique reference number	2528623
Local authority	Leicestershire
Inspection number	10213986
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 11
Total number of places	50
Number of children on roll	48
Name of registered person	Caroline Winterton Ltd
Registered person unique reference number	RP533274
Telephone number	07889095597
Date of previous inspection	Not applicable

Information about this early years setting

Handprints Day Nursery and Pre School, located in Earl Shilton, Leicester, registered in 2019. The nursery operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and Christmas. The setting employs 10 members of childcare staff, including the manager. Of these, three staff hold appropriate qualifications at level 3 and two staff hold qualifications at level 2. The manager has early years teacher status. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Teresa Lester

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 manager and has taken that into account in their evaluation of the provider.
- 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.
- The inspector carried out joint observations of group activities with the manager.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about what they enjoy doing at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views on the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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