

# Inspection of Mother Hen

80 Lumley Road, Horley RH6 7JL

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Inspection date: 27 April 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children are the focus of all aspects of this warm and friendly nursery. Staff place a high emphasis on helping children to learn how to care for the environment and each other. Consequently, children behave very well and treat each other with respect. For example, young children happily share resources, such as mirrors, and have a conversation about what they see.

Children are helped to feel safe and secure. For instance, they are provided with lots of reassurance and cuddles as and when needed. Staff rock babies in their arms and soothingly talk to them. As a result, they develop good bonds with the attentive staff. Babies have fun exploring sensory resources, such as oats and paints. Toddlers show good concentration and coordination skills when they fill and empty containers. Pre-school children are busy learners and show good levels of independence. For example, they help themselves to resources, such as paints, pom-poms and glitter to decorate crowns.

All children have fun playing outdoors. Older children eagerly use crates to make climbing apparatus and tell staff that they need to make it 'tall'. They show that are developing good confidence and balancing skills when they skilfully negotiate space using their scooters. Babies and toddlers enjoy discovering what they can do with sand and water.

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

- The provider is an experienced practitioner. She has a clear and aspirational vision for the setting and for the progression of staff, and she continually reflects on the service provided to children. She provides training, such as 'using children's voices in the curriculum', to help staff to extend their knowledge and skills.
- Leaders are highly responsive to children's needs and know what they want them to learn. They share this with staff and support them in their roles. As a result, staff plan effectively for children's individual learning to help them build on what they know and can do.
- Overall, staff support children's emerging communication skills well. Younger children listen attentively to stories. They eagerly join in and repeat words that they hear. Staff encourage children to discuss their ideas and share their thoughts. They ask questions to extend their learning. However, on occasion, some staff do not give children enough time to think and respond in order to share their knowledge and understanding.
- During the COVID-19 pandemic, leaders noticed that some children needed support with their socialisation skills, such as playing with other children. They successfully helped children to learn how to behave with others. This has a

positive impact on children's social and emotional development, such as building friendships.

- Children enjoy nutritious meals and snacks. Staff talk to children about caring for their teeth during mealtimes. Children enjoy opportunities to be independent. For example, they carefully wash their cups and plates.
- Parents speak highly about the nursery. They are continuously impressed with the efforts and ethos of the staff and management. Furthermore, they say that their children are always excited to come to the nursery. Staff share information about their child's day. However, they do not maximise opportunities to help parents to build on their children's learning at home.
- Staff support children with special educational needs and/or disabilities. They work closely with parents to gather information about their children's needs. Staff share this with other professionals, such as speech therapists, to support emerging language. Additional funding is well used to support children's care and learning. For example, leaders use funding to purchase resources to support children's self-esteem and communication.
- Children who speak English as an additional language are helped to make connections in their learning. For instance, staff use dual-language books and learn the correct pronunciation of key words used by children. They use these along with hand gestures to help children's understanding.
- Children have ample opportunities to learn about what makes them unique and the wider world. For instance, staff read stories about the structure of different families. Children go on purposeful outings to parks and local shops where they buy items for picnics. This helps them to develop their social skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know the signs and symptoms of when a child may be at risk of abuse. They know how to make referrals to help protect children. Staff understand other aspects of safeguarding, such as substance abuse and signs of extremism. The provider follows secure recruitment and induction procedures. She ensures that staff are suitable for their roles. Staff's skills and knowledge regarding safeguarding are kept up to date through regular discussions and training. Staff teach children how to keep themselves safe, such as crossing roads safely on outings.

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

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

- build on staff's questioning techniques to enable children to have more time to think, respond and demonstrate what they know and understand
- enhance the existing good information shared with parents to further support children's individual interests and next steps for learning at home.

## Setting details

<b>Unique reference number</b>	2617678
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10225780
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 3
<b>Total number of places</b>	34
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Mother Hen Ltd
<b>Registered person unique reference number</b>	2617680
<b>Telephone number</b>	0330 122 4003
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Mother Hen registered in May 2021 and is located in Horley, Surrey. It is open each weekday from 8am to 6pm, apart from during the Christmas period and bank holidays. It offers day care for children under five years, out-of-school care and a holiday club. The provider employs six members of staff. Of these, four hold appropriate early years qualifications at level 3 or above. The setting provides funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Maura Pigram

## 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 her evaluation of the provider.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The manager and the inspector completed a joint observation and discussed the impact on children's learning together.
- A meeting took place with the leaders of the setting. The inspector talked to staff and children at suitable times throughout the inspection.
- The inspector spoke to some parents and she read through written feedback left for her and took account of their views.

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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