

# Report for childcare on domestic premises

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Inspection date: 2 August 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Not applicable
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## What is it like to attend this early years setting?

### The provision is good

Children thoroughly enjoy their time in this setting. They are well cared for by the nurturing and friendly staff, who know them well. Babies and toddlers form close attachments with their key person. They have beaming smiles and love being in the company of staff who sensitively support their emotional wellbeing.

Children benefit from the challenging and interesting experiences that staff provide. For instance, pre-school aged children delight in the exhilarating opportunity to race their balance bicycles down a slope. They learn the importance of wearing a helmet to keep safe and independently choose which one they would like to put on. Children attempt to fasten the straps for themselves and seek support from adults where needed. They zoom around and then carefully consider how to slow down using their feet. Children develop their core strength, balance and agility as they persevere to get back up the slope. They work together to decide rules for their races and kindly take turns and share with one another.

Babies and toddlers joyfully explore paint and water using all their senses. They move their bodies to make large marks and discover the different textures and smells of the materials they encounter. All children, including those with special educational needs and/or disabilities thrive and make good progress towards their next stage in learning and eventual move to school.

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

- Staff are animated and enthusiastic when reading to children. They captivate their attention throughout the story. Staff explain and ensure children have understood the meaning of the new words they encounter. Such as, checking children know that a 'pail' is another word for bucket. Children develop a love of books and increase their vocabulary.
- Staff in the pre-school room hold deep and engaging conversations with children that encourage them to express their ideas and develop their critical thinking abilities. However, this is not consistently applied across the setting. Occasionally, some staff do not make the most of interactions with toddlers and babies. Therefore, children's early communication and language skills are not supported to the highest level.
- Staff use familiar books and stories to create experiences for children that help them understand about the world around them. For instance, they build on what they have learnt when reading, 'The Scarecrow Wedding'. Children bring in pictures of weddings they have been to or their own parent's wedding photos. Staff use these to promote conversation about the diversity of families and discuss different cultures and customs.
- Staff understand what they want children to learn across the provider's

curriculum. However, on some occasions, in the under-two's room, staff do not fully focus on precise learning intentions for the activities they provide. Therefore, they do not fully capture children's interest and support them to maintain high levels concentration.

- Staff encourage children's independence during mealtimes. Children take pride in having the responsibility to lay out table mats for all their friends. Pre-school children begin to recognise their name on their mats and younger children look for their photograph. Staff talk to children about the importance of eating a healthy diet and following good hygiene routines.
- The manager is passionate about ensuring she provides children with a range of experiences they may not otherwise encounter. For instance, staff have undertaken training to provide forest school activities in order to help children develop resilience, have wider experience of nature and learn to manage their own risks. Staff take children to music and movement lessons every week and go on walks and trips in the local area.
- Parents have overwhelming praise for the staff and how much their children enjoy attending the setting. They feel well supported in understanding the progress their children make. Staff discuss children's learning at parents' evenings and share pictures and information with parents regularly. Parents feel well supported to continue their children's learning at home.
- The manager and her deputy are evaluative and accurately assess the settings strengths and areas for improvement. They strive to provide the best quality provision they can. Leaders are working to build on staff's professional development opportunities, to raise the standard of care and education for children to the highest level.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand their role in keeping children safe from harm. They know the signs and symptoms that may suggest a child is at risk of abuse. Staff have good knowledge of the procedures they must follow if they are concerned about children's welfare or the conduct of adults working with children. The manager has a thorough system for recruitment of staff and makes certain that suitability checks are carried out. She puts in place robust procedures to risk assess and minimise hazards in the setting and on outings. She ensures safety procedures are diligently followed by staff. For example, ensuring staff supervise children effectively when climbing the steps to the woodland area.

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

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

- support staff to improve the quality of their interactions with younger children,

so that they consistently encourage children's communication and language development to the highest level

- strengthen the organisation and delivery of activities in the under-two's room to fully promote children's focus and concentration.

## Setting details

<b>Unique reference number</b>	2564906
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10239126
<b>Type of provision</b>	Childcare on domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 10
<b>Total number of places</b>	16
<b>Number of children on roll</b>	25
<b>Registered person unique reference number</b>	2564905
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Hens of Hurstbourne registered in January 2020 as childcare on a domestic premises. The setting operates from Monday to Friday, from 7:30am to 5:30pm, all year round. Eight staff work with the children at various times and of these, four staff have relevant qualifications at level 3 or above. The manager has a relevant qualification at level 5 and both the manager and deputy hold forest school qualifications. The setting is registered to provide funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Alice M Roberts

## 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 manager and has taken that into account in their evaluation of the setting.
- The manager and inspector took part in a learning walk and discussed the settings curriculum.
- The inspector observed the staff and children's interactions both indoors and outside and assessed the quality of education.
- The manager and inspector took part in a joint observation of a planned activity.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to staff and children at appropriate times throughout 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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