

# Inspection of Little Hands Nursery School - Bourn

Bourn Village Hall, Short Street, Bourn, Cambridge CB23 2SG

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

### **The provision is good**

Children are happy and safe. They thrive in this warm and friendly setting. Children clearly enjoy attending, as they confidently separate from their parents and carers on arrival. Children are quick to settle in to the activities provided. They are motivated and eager to explore and learn. Children concentrate on their chosen activities and celebrate their achievements. For example, children concentrate intensely as they replicate a staff member's demonstration of rolling dough between their fingers and thumb to create toppings for their creations. They gush with pride when successful and are eager to share what they have created with visitors. Children develop their own ideas and ways of doing things. For instance, they use large flower heads and water for mark making in the garden. All children make good progress, including those with special educational needs and/or disabilities (SEND).

Children behave well and are kind to others. Staff support children to know what is expected of them. For instance, they give notice to children during transition times throughout the day and provide sand timers as a visual assistance. Children understand routines and follow instructions well. Staff support children to interact with others and develop their confidence in social situations.

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

- The manager and staff give good consideration to the physical environment along with the presentation of, and access to, resources to motivate children to play and explore. For instance, children repeatedly transport chalk to the water tray, where they dip the chalk to create pastes for mark making. An outdoor library is situated next to the playhouse, to allow children a quiet space to share stories with their friends. Staff interact well with children and comment on their play. However, staff do not always strengthen and challenge children's understanding and knowledge. For example, when supporting children's understanding of concepts, such as sinking and floating.
- The manager understands the importance of building children's communication and language skills. Staff provide smaller focused group activities to support children's listening and attention skills. Staff talk to children during activities, sing rhymes and engage them in stories, using puppets. However, at times, during small group activities, staff allow some children to dominate and shout out answers to questions. This means that quieter children do not have the chance to share their thoughts and what they know.
- The staff give excellent consideration to supporting children's understanding of being healthy. Children enjoy healthy and nutritious meals and snacks. Staff sit with children and discuss the benefits of different food types at mealtimes. Children have plenty of opportunity to develop their large-muscle skills and

engage in energetic outdoor play. Staff interact well with children. They are playful and engaging in their approach, which helps to ensure children are motivated in their learning

- Children's behaviour is good. Staff know children well and incorporate strategies to help support children to take turns. For instance, staff provide children with sand timers to help them take turns to drive their imaginary coach. When issues arise, staff calmly discuss feelings and support children to resolve issues for themselves.
- Staff feel very well supported in their roles. They benefit from purposeful supervision meetings and observations of their practice. The manager and staff team reflect on their provision to identify areas for improvement. They focus on constantly evolving the environment to increase children's learning experiences. This helps to ensure that children receive good-quality care and education. The manager ensures staff are offered training opportunities to help develop their practice.
- Partnership with parents is good. Staff provide regular updates on children's development including suggestions for support at home. Parents comment that staff are very supportive, caring and nurturing. Staff talk with parents about the move onto school or when children might need extra help to learn. They make sure that support and teaching helps all children, including those who have SEND, to make the best progress possible.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager provides regular supervision to ensure all adults working with children understand their roles and responsibilities for safeguarding children. The systems in place are extremely effective and all adults fully understand the policies and procedures for raising concerns about a child in their care, or if an allegation is made against an adult from the setting. All adults can identify signs and symptoms of abuse, including signs that children may be at risk from extreme views or behaviours. They are confident in their knowledge of female genital mutilation and county lines. Risk assessments are rigorous and staff are deployed effectively to keep children safe from harm.

## **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 make the most of teachable moments in order to extend children's learning
- improve small group activities so that all children have equal opportunities to join in and express their ideas.

## Setting details

<b>Unique reference number</b>	EY485635
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10236607
<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>	2 to 7
<b>Total number of places</b>	30
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Little Hands Nursery Schools Limited
<b>Registered person unique reference number</b>	RP902631
<b>Telephone number</b>	01954 710656
<b>Date of previous inspection</b>	27 September 2016

## Information about this early years setting

Little Hands Nursery School - Bourn registered in 2015. The nursery employs seven members of childcare staff. Of these, 3 hold appropriate early years qualifications at level three and the manager holds early years professional status. The nursery opens Monday to Friday from 8.00am to 5.30pm through school term time and through some school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Louise Harris

## 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.
- Discussions were held with the manager, staff, parents and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The manager and the inspector completed a joint evaluation of an activity.
- The inspector reviewed a variety of documents, including evidence of the suitability of staff, qualifications, first-aid certificates and policies and procedures.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

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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