

Inspection of Loving Hands Int. Nursery School

Christ Church Centre, Sumner Road, Croydon, Surrey CR0 3LJ

Inspection date: 2 December 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

Requires improvement

What is it like to attend this early years setting?

The provision is outstanding

Children are at the heart of this small and unique pack-away nursery. Leaders have created a culture of openness, trust and respect, where staff work closely with parents to ensure children thrive. Leaders pride themselves on their inclusivity, and every child and their family is valued. Their ambition for children, particularly the most disadvantaged, ensures all children get the foundations they need to do well in the future. Leaders understand the diverse community the nursery serves and the needs of the children attending. They make sure children receive the support they need and benefit from the additional funding they are entitled to. Leaders and staff use what they learn from home visits about children's experiences and gaps in their learning to personalise how the curriculum is delivered. Consequently, all children, including those with special educational needs and/or disabilities, make rapid progress.

Children enjoy a good deal of high-quality interactions with staff, who are skilled at keeping children interested. This results in children being keen to take part and persist in learning new skills. Through carefully planned routines and activities, staff teach children new vocabulary and how to care for themselves and others. For example, staff explain and demonstrate to children how to prepare their own snack. Children beam with delight when they succeed and are told, 'I knew you could butter your cracker!'

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

- All staff understand their vital role in supporting children's play and learning. They provide limitless opportunities for children to share their experiences and increase their knowledge. For example, during children's role play, staff encourage children to talk about recent trips to the doctor's surgery. Children enjoy listening to their hearts beating and putting nappies on their 'poorly' dolls. They tell their parents about what they have learned about bones.
- Staff use various ways to target gaps in children's communication and language development. For example, they create dictionaries of familiar words children use in their home languages, and use these along with English. Staff use visual aids, such as at snack time and singing time, for children to be able to make choices. They routinely introduce different words for the same object and use descriptive words. This helps children to make connections and extend their vocabulary. They learn about colours and that their chair can also be called a 'seat', for example.
- Leaders promote equal opportunity and address gaps in children's learning, enabling all children to progress significantly across the whole curriculum. For example, leaders provide parents with workshops about the importance of talking, reading and singing to their children. Parents are encouraged to support

their children's development at home. For example, they borrow story sacks, dual-language books, toys and poetry boxes.

- Children routinely look at books throughout their play. Staff are quick to respond, and children sustain their interest for considerable periods. Younger children develop the skills to listen to stories with older children. Children remember and recount familiar stories, using new words in context. For example, during water play, they use the words, 'splish, splash' and recite, 'We're going on a bear hunt'.
- Staff provide many opportunities for children to build connections between their own identities and differences in others. For example, parents bring in foods from their own cultures for 'food-tasting sessions'. Children who are new to the nursery quickly build strong relationships with staff and other children. Children show care to one another, such as by getting their friend's water bottle for them at snack time.
- Staff give children opportunities to learn and practise their physical skills, which were limited due to the COVID-19 pandemic. For example, staff support children to persist with threading bracelets of small beads and pasta. They help children to ride scooters and tricycles in the garden. Children hold the red 'stop' and green 'go' sign to show when it is safe for them.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have an excellent understanding of the risks to children's safety and well-being. They know children's individual circumstances and the community in which they live, and are able to identify risks in the context of the children attending. Leaders are clear about the importance of children's communication and language in being able to communicate their needs. Children demonstrate they feel safe at the setting. For example, they leave their parents confidently, ask staff questions and know they will be listened and responded to. Leaders use safe recruitment practices and have effective risk assessments in place for the premises and staff's lone working.

Setting details

Unique reference number	2553138
Local authority	Croydon
Inspection number	10221818
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	25
Name of registered person	Loving Hands International Nursery School Limited
Registered person unique reference number	RP910275
Telephone number	07888 289210
Date of previous inspection	11 January 2022

Information about this early years setting

Loving Hands Int. Nursery School registered in 2019 and is situated in Croydon, Surrey. It is one of four privately owned settings. The setting is open Monday to Friday, from 9.15am to 12.15pm, during term time only. Six staff, including the manager, work directly with children. Four staff hold qualifications at level 3, one holds a level 2 qualification and one is unqualified. The provider receives funding for early education places for children aged two, three and four years.

Information about this inspection

Inspector

Sam Sleeman-Boss

Inspection activities

- This was the first 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 their evaluation of the provider.
- The manager and inspector observed together how staff deliver the intended curriculum.
- Parents told the inspector about what their children are learning at the setting and how they are supported to help their children develop at home. The inspector considered parents' views about the setting from online reviews and testimonials.
- The inspector observed the quality and quantity of interactions between children and staff.
- The manager showed the inspector their procedures for safe recruitment and staff's paediatric first-aid certification.
- During the learning walk, the manager told the inspector about their curriculum for children and what they want children to know and be able to do before they leave the setting and move onto school.

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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