

# Inspection of Little Hands Nursery School - Linton & Bartlow

Three Hills Farm, Bartlow, CAMBRIDGE CB21 4EN

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Inspection date: 6 December 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

Children arrive at the setting happy and eager to play and explore. They are highly engaged in the activities on offer. Children select activities that interest them from the range of easily-accessible resources, which allows them to guide their own play. Children express an interest in Father Christmas and presents. Staff respond to this and provide the children with wrapping paper, tape and scissors. Children decide to use the junk-modelling box to find resources to make presents for under the Christmas tree. They excitedly wrap and then unwrap the presents.

Children gravitate towards the staff and demonstrate that they enjoy interacting with them. They show the staff what they are doing and talk about things that interest them. Babies show staff the dolls they are playing with and babble as they imitate adults and strap the dolls in the high chairs. Older children talk about their home lives as they make Christmas decorations. They talk about the decorations they have at home. Children are very content in the setting and confidently explore the environment. Children are supported to acquire new language and use this to communicate with staff and their peers.

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

- Staff place an emphasis on children's mathematical development and provide numerous opportunities for children to acquire and use mathematical language. Children demonstrate learning in these areas by confidently counting objects, using mathematical language, and correctly answering mathematical questions.
- Children with special educational needs and/or disabilities are supported to make good progress. The setting ensures children receive the support they need. The setting works with other professionals to access what the children need, complete referrals and hold relevant meetings.
- Parents give very positive feedback of the setting and talk about the 'amazing' staff and how they support the children to enjoy attending the setting and make good progress. Communication between the setting and parents is effective. Parents explain the setting communicates with them in a variety of ways, and they feel well informed about their child's learning and development.
- All children are supported to make good progress. Their key person has an in-depth knowledge of the individual child, how they are doing, what progress they are making and the next steps needed to further enhance the child's learning. They confidently talk about their key children and demonstrate they take time to get to know each child and work with them to make good progress.
- Staff use a variety of teaching methods when interacting with children. They narrate children's play and activities, effectively question children and pause and allow them time to respond. Some staff demonstrate high-quality teaching skills. However, this is not yet the case throughout the setting.

- Leadership is strong. The manager has a clear vision for the setting, and they strive to continually improve. Staff are well supported with regular supervisions, management observations and training.
- Children are encouraged to be independent. They put their own coats on to go to the garden, pour their own drinks at mealtimes and prepare their own snacks.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have good knowledge of safeguarding, including wider safeguarding concerns. They are able to confidently talk about what they would find concerning, and the signs of different types of abuse. Staff understand their responsibilities to safeguard the children and keep them safe. All staff are able to explain what they would do if they had a concern about a child. The setting's designated safeguarding leads are confident in their role and work together to deal with any concerns that are raised. Robust vetting procedures and checks on staff's ongoing suitability are in place to ensure those working with children are suitable to do so.

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

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

- find ways to raise the quality of teaching to a consistently high level so that this further improves outcomes for children.

## Setting details

<b>Unique reference number</b>	EY485632
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10236606
<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 4
<b>Total number of places</b>	46
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Little Hands Nursery Schools Limited
<b>Registered person unique reference number</b>	RP902631
<b>Telephone number</b>	01223 897945
<b>Date of previous inspection</b>	1 March 2017

## Information about this early years setting

Little Hands Nursery School - Linton & Bartlow was registered in 2015. The nursery employs 12 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or above, including the manager who holds early years teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jessica Whiteley

## 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 their evaluation of the provider.
- The manager completed a learning walk with the inspector and discussed the curriculum and what it is that they want the children to learn.
- Children shared their views with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents provided the inspector with oral and written feedback.
- The inspector viewed all areas of the provision and discussed the safety and suitability of the premises.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The manager and the inspector carried out a joint observation together.

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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