

Inspection of Helping Hands Day Nursery

4 St. Chads Road, TILBURY, Essex RM18 8LA

Inspection date:

13 December 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Children's welfare and safety are not assured due to weaknesses in leadership and management. Leaders do not have secure recruitment procedures in place to ensure those working with children are suitable.

Children arrive happy and confidently separate from their carers. They settle quickly and have positive relationships with the staff and their peers. However, there are weaknesses in the quality of education. Children are not offered an educational programme that meets their individual needs. This limits the opportunities children have to make good progress in their learning. Children show an interest in the activities on offer and remain engaged in them for periods of time. However, these activities are not designed with children's next steps in mind. This means that learning is incidental rather than purposefully planned to build on children's skills and knowledge over time. This does not help all children reach their full potential.

Children behave well. They listen to instructions and know the behavioural expectations of the setting. They have positive relationships with staff and their friends. Children show kindness and courtesy to others. Older children are keen to engage with visitors and speak to them about their play. Children develop their independence throughout the day. For example, at mealtimes, they self-serve their food.

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

- The provider does not have robust recruitment checks in place. They do not ensure that appropriate suitability checks are undertaken for staff who have lived and worked abroad. This means that children's welfare is compromised.
- Staff offer activities to children that link to their interests and provide some basic learning opportunities. However, children do not benefit from a curriculum that is tailored to their learning needs. Staff do not always identify age-appropriate next steps for the children. This means that staff are not planning purposeful and sequential learning opportunities for children to help them build on what they already know and can do. As a result, children are not making the best possible progress.
- The nursery's key-person system is not effective. Staff are unsure who the key person is for some children. They do not share information about children's development and next steps in learning with the other staff who work with them. Therefore, during activities, staff do not always recognise how to extend individual children's knowledge and skills appropriately.
- Staff who work with the youngest children plan to develop communication and language skills through singing songs and sharing books with children. However,

during play, staff do not support age-appropriate learning. For example, staff teach very young children to read numbers on blocks and learn the names of letters rather than focusing on their early language development.

- Staff chat enthusiastically with older children as they play, giving them information and asking basic questions that help to increase their knowledge. However, some staff do not use skilful questioning techniques to encourage children's critical thinking, to increase learning opportunities even further.
- Children have opportunities to develop their independence and self-care skills. Older children dress themselves for outdoor play, serve themselves water from a dispenser and spread toppings on their crackers at snack times. Staff encourage younger children to self-select the resources they would like to play with. Children know when they need to help tidy up and do this happily without being directed.
- Parents speak positively about the nursery. They state they are happy with the progress their children are making in their learning. Parents comment that their children are keen to attend and speak fondly of their time at nursery. They report that they are kept up to date with their child's development and are given suggestions on how to best support their children's development at home. This helps to promote continuity of care.
- Leaders have been working in partnership with the local authority since the previous inspection and have started to make some improvements. For example, they now manage daily routines effectively. Therefore, children understand what is expected of them and can remain engaged in activities, with limited disruption.

Safeguarding

The arrangements for safeguarding are not effective.

The provider has failed to follow safer recruitment practice. They do not complete essential checks to ensure staff are suitable to fulfil their roles. For example, overseas suitability checks are not completed for staff who have lived or worked abroad. This is because the provider does not understand their responsibility to do this. Despite this, all other staff understand their roles and responsibilities to keep children safe. They know the procedures to follow if they have a concern regarding a child's well-being. Staff complete regular safeguarding training to keep their knowledge up to date. They are aware of safeguarding issues, such as female genital mutilation and county lines. Staff supervise children well in both the indoor and outdoor environment.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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implement robust recruitment procedures to ensure staff are suitable, including completing overseas checks for staff who have lived or worked abroad	28/01/2023
ensure that the planning of the next steps in children's learning are appropriate and support them in building on what they already know and can do	28/12/2022
implement an effective key-person system to ensure that information relating to children is shared with others who work with them so that children's individual needs are met	28/12/2022
ensure professional development plans focus on improving staff's skills and knowledge, enabling them to support children's development at an age-appropriate level.	28/12/2022

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

- help staff develop effective questioning techniques to further enhance children's critical thinking and extend their learning to the highest level.

Setting details

Unique reference number	EY423018
Local authority	Thurrock
Inspection number	10220153
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	25
Number of children on roll	42
Name of registered person	Helping Hands Day Nursery Limited
Registered person unique reference number	RP904144
Telephone number	01375858566
Date of previous inspection	20 December 2021

Information about this early years setting

Helping Hands Day Nursery registered in 2011 and is privately run and managed. The nursery opens Monday to Friday, from 6.30am until 7pm, for 51 weeks of the year. The nursery employs eight members of staff, of whom three hold early years qualifications at level 5. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lyndsey Barwick

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observations of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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