

Inspection of Messy Hands

Nene Hall, Tamar Square, Daventry, Northants NN11 4RB

Inspection date: 15 March 2023

Overall effectiveness **Good**

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 are welcomed into the setting by caring staff. They show they feel safe and secure as they separate well from their parents and carers. Children happily follow the daily routine of the setting as they confidently wash their hands upon arrival. Children hang their coats on named pegs before self-selecting from the wide range of experiences planned by the staff.

Children greet their friends and quickly become engaged in play. They are keen to explore the play dough. Staff support children to develop their small hand muscles. They help them to use scissors to cut herbs and rollers to flatten the play dough. Staff encourage children to use their senses. Children describe the texture of the dough, smell the herbs, and look closely at the marks they make.

Outside, children explore the mud kitchen. Staff engage children in conversation as children pretend to make chocolate cakes. They help children recall past baking activities, supporting children to think about the ingredients they used. Children enjoy the freedom of the large garden, where they ride balance bicycles, skilfully weaving around objects. Staff support children to take risks as they climb on equipment, balance and jump from safe heights. Children learn about the natural world they live in as they are encouraged to collect old leaves to add to the composter, learn how to make bird feeders and grow vegetables all year round.

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

- Children are at the centre of everything the staff do. Staff plan a wide and exciting curriculum based on children's needs and interests. For instance, when the children find a bee in the garden, staff recognise their curiosity. They encourage children to explore the bee further, using a magnifying glass and books about bees to learn new facts to broaden their understanding. This support helps children to engage in experiences and make good progress in their learning.
- The staff get to know the children and their families well. They gather information from parents during children's settling-in sessions to identify their starting points. The staff regularly assess their key children's progress. They swiftly identify where children need additional support in learning and use their knowledge to plan activities to close gaps in children's development.
- Children with special educational needs and/or disabilities make good progress. The special educational needs coordinator liaises with other professionals to support children in all areas of the curriculum. This helps them reach their full potential.
- Children who speak English as an additional language are well supported. Staff use vocabulary from children's home languages to help children to gain a good

grasp of English. Communication is well supported throughout the setting, as staff use visual aids, books and simple signs to support language development.

- Children independently select from a well-resourced environment. Staff encourage children to make choices throughout the day, such as which story to read at story time. However, children are not always encouraged to fully develop their independence skills because staff often do things for children that they could be encouraged to do themselves.
- Children's behaviour is good. They follow instructions and listen to staff well. Staff play games with children, supporting them to take turns and share resources. They offer praise and words of encouragement, which boosts children's self-confidence and self-esteem.
- Mathematics is woven into everyday play as staff support children to count out objects and recognise numbers. Staff plan focus activities, supporting children to gain a concept of weight, space, and measure. For instance, staff support children to learn to balance the scales. Children slowly add oats to the container and watch the weights rise and balance.
- Partnerships with parents are good. Families have good relationships with staff and understand what their children are learning. Staff keep parents up to date with their children's progress using an online system. This includes photos, advice and support on how to continue their children's learning at home.
- Staff benefit from regular supervision meetings, where they can discuss their key children, their general well-being and professional development. The manager monitors staff's practice through observations and uses this to identify any specific training that they might benefit from. However, the manager has not yet identified ways to better deploy staff during routine activities to extend and continue children's learning.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a clear understanding of their safeguarding responsibilities. The manager effectively monitors staff's knowledge of safeguarding and ensures regular training updates are completed. All staff demonstrate a clear understanding of what to do if they are concerned about a child, including how to report concerns to local safeguarding partners. They are aware of the procedure to follow in the event of an allegation against a staff member. The manager ensures that robust safer recruitment processes are in place. Staff effectively identify and minimise risks to ensure children's safety.

What does the setting need to do to improve?

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

- promote children's independence more consistently by encouraging them to do

more things for themselves

- review and improve staff deployment during routine activities to extend and continue children's purposeful learning.

Setting details

Unique reference number	EY536573
Local authority	West Northamptonshire
Inspection number	10276150
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	30
Number of children on roll	39
Name of registered person	Eccles, Karen
Registered person unique reference number	RP513573
Telephone number	07889321376
Date of previous inspection	3 July 2017

Information about this early years setting

Messy Hands registered in 2016 and is located in Daventry, Northants. The setting employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The setting opens Monday to Friday, during term time. Sessions are from 9am until 3pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Charmaine Cayton

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 manager and the inspector carried out a joint observation during story time.
- 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 setting.

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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