

Inspection of Big Hands Little Hands Nursery School

Centre Block, Prospect Business Park, Consett, Durham DH8 7PW

Inspection date: 25 July 2023

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

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they are happy and settled during their time at this friendly and welcoming nursery. The nurturing staff team treats children with a great deal of respect. Children are listened to, and their views are valued. Staff have recently reviewed their arrangements for circle time. This has resulted in the size of their groups being reduced to ensure that less confident children have more opportunity to contribute. Children behave extremely well. They are praised for using good manners and for being helpful. This promotes children's self-esteem.

The nursery environment is highly stimulating, both indoors and outside. Children can choose from a wide range of interesting activities. They regularly become absorbed in their play. The youngest children giggle with delight as they hunt for sea creatures in the water tray. They concentrate as they practise scooping flour into a bowl. Two-year-olds persevere as they learn how to use scissors. Older children invite the inspector to visit their ice cream parlour. Here, they use mark-making skills to show when it is open and to take orders. They confidently explain the menu and ask for payment. Stories and rhymes are used effectively throughout the day. As a result of the opportunities available, children are becoming confident, independent learners.

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

- Managers have worked hard since the last inspection to develop the nursery. The outdoor area has been greatly improved. It provides a wide range of different opportunities covering all areas of the early years curriculum. For example, children's physical development is promoted as they balance and climb. They gain an understanding of the world around them as they grow their own vegetables and spot caterpillars and ladybirds on the plants.
- Staff know the children extremely well. This enables them to provide individual children with opportunities to practise newly acquired skills, such as climbing up a ramp in the baby room or holding a pencil correctly. They also develop the play opportunities regularly, so children can take part in activities to support their next steps in learning. Staff interaction as children play is particularly effective for the older children. In the baby room, staff are not always as quick to pick up on children's interests and become involved in their play.
- Children with special educational needs and/or disabilities (SEND) make very good progress. This is because staff are knowledgeable about individual children's needs. They work closely with parents and other professionals to ensure effective strategies are used consistently. Appropriate adaptations are made to make the curriculum accessible to children with SEND.
- The development of children's speech and communication is a clear priority. Staff have displayed the vocabulary they want children to learn in each area of

the nursery. Children's speaking skills are further enhanced by staff's skilful use of questions. Children are then given time to think and formulate their responses. However, at times, too many children in the baby room are using dummies. Although staff understand the impact this has on children's speech development, they do not always give consistent messages about their use.

- Children's good health is promoted effectively. Children know when to wash their hands, and they clean their teeth after lunch. Meals and snacks are freshly prepared and nutritious. The sensory room is used to provide a calm and safe environment for sleep.
- Staff understand the importance of helping children to become increasingly independent. Children are provided with appropriate support as they learn to manage shoes and outdoor clothing. Older children help to get the dining room ready for mealtimes. There are good links with local schools to support transitions.
- Parents speak highly of the nursery. They welcome the advice and support provided, for example around diet and routines. They describe the positive impact this has had on themselves and their children. Effective communication means that parents are informed about their children's progress and next steps.
- There is a strong spirit of teamwork among the nursery staff. They are clear about their roles and responsibilities. Staff say they feel valued by managers. Managers encourage staff to take part in professional development opportunities, as they recognise this has a positive impact on staff and on the quality of the provision.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff team fully understand their responsibilities to safeguard children. Training is updated regularly to ensure their knowledge is kept up to date. As a result, staff can confidently describe the indicators of many different types of abuse and of neglect. They know how to report any concerns they may have, including allegations made against members of staff. Safer recruitment practices are followed, and ongoing checks ensure staff remain suitable to work with children. Risk assessments of the premises are carried out regularly and prompt action is taken to address any hazards identified.

What does the setting need to do to improve?

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

- consider how to support children's learning even more in the baby room when children are playing independently
- support staff to adopt a more consistent approach to the use of dummies, to further promote children's communication and language.

Setting details

Unique reference number	2659528
Local authority	Durham
Inspection number	10252040
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	88
Number of children on roll	91
Name of registered person	Big Hands Little Hands Childcare Limited
Registered person unique reference number	RP901028
Telephone number	01207 581321
Date of previous inspection	1 August 2022

Information about this early years setting

Big Hands Little Hands Nursery School registered in 2021 and is situated in Consett, County Durham. The nursery operates Monday to Friday, for 51 weeks of the year. Opening hours are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. There are a total of 19 childcare staff. Of these, one holds a relevant early years qualification at level 6, 13 hold an appropriate qualification at level 3 and one member of staff has a level 2 qualification. Additionally, there are two apprentices.

Information about this inspection

Inspector
Jan Batchelor

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about what they enjoy doing while at the nursery.
- Parents shared their views of the setting with the inspector.
- 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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