

Inspection of Mother Hen

80 Lumley Road, Horley RH6 7JL

Inspection date:

18 July 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The provider has made some improvements since the last inspection. For example, they have strengthened their curriculum, so that most children have access to activities and interactions that focus on what they need to learn next. However, not all children share this experience, particularly those with special educational needs and/or disabilities (SEND). Although managers continue to work with the local authority to make the necessary improvements, this work is still within its infancy and will need time to embed. This means that not all children receive the support they need to make sufficient progress from their starting points. This has an impact on their future outcomes.

Children's behaviour is variable. Staff do not respond to children's behaviour with consistency. Some staff help children understand the consequences their behaviour has on others through sensitive discussions. For example, during conflict, staff listen to both children's views before helping them find a solution. However, not all staff take the time to explain to children why rules are important. This means that some children repeat unwanted behaviour, as they do not gain a secure understanding of what is expected of them. This does not enable children to make consistently good choices.

Overall, children enjoy their time at the setting. They greet their friends with a big smile and enjoy spending time playing with, or alongside, their peers. Staff are sensitive and kind when children are upset or in need of reassurance. They get down to the child's level and validate the child's feelings before finding out the cause. This helps some children feel that their feelings are valued. However, the weakness in other areas, means that not all children receive consistently good interactions that fully support all children's emotional security.

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

- There has been a significant change in management since the last inspection. Although managers are still getting to grips with their new roles, they demonstrate a good understanding of the areas that require further development. This includes continuing their work with the local authority to improve the provision for children with SEND. Managers work closely with staff to identify training needs that promote the safety and continuous improvement of the setting. Staff have access to a new training programme that focuses on key areas, such as safeguarding. This has a positive impact on children's safety.
- The support children with SEND receive to develop their communication skills is variable. Some staff use children's love of rhymes to help them practise new words. For instance, they sing children's favourite songs before pausing, allowing the child time to add the next word before continuing, praising their efforts.

However, not all staff use communication aids regularly to help all children communicate their needs in appropriate ways. This causes some children to become upset and frustrated, which impacts on their behaviour, attitudes, and enjoyment. Children with SEND do not catch up with their peers within reasonable timescales.

- Staff introduce new concepts, such as mathematics, during children's play. This helps children develop some of the skills they will need for their next stage in learning. For example, staff engage in children's imaginative play as they make and sell pretend ice creams. Staff ask children to decide on a value for their ice cream before modelling counting in sequence when paying for their purchases. This helps children practise their counting skills, while learning that number has value.
- Staff provide children with opportunities to learn about living things, as they play in the garden. Children show an interest in making insects out of bricks. Staff use discussion to test what children already know, before extending their knowledge further. For example, staff encourage children to identify the body parts of a fly and compare these to their own bodies. Children learn that flies have five eyes to help them see really well. This helps children to make connections between themselves and the world around them.
- Children develop their physical skills during their time at the setting. For example, staff use children's interest in football to strengthen their coordination. Staff use crates in the garden to form goals and encourage children to perfect their aim, as they kick the ball through the goal from varying distances. This helps children develop positive attitudes towards sport and staying active.
- Staff have made improvements to ensure children's health and safety. For example, children have access to fresh drinking water throughout the day. Staff remind children to drink regularly to keep their bodies hydrated. Recent changes to staff deployment mean that children's safety and supervision needs are met. Managers monitor child supervision regularly to ensure the improvements are sustained.
- Parents receive regular information about their children's care and learning. For instance, parents have access to daily information about staffing, menus, and the daily activities on offer. Staff create a two-way flow of information between the setting and home, using communication books and daily face-to-face handovers. This enables staff to share key pieces of information about children's progress and allows parents to talk to their children about their day.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the

provider must:

	Due date
ensure staff respond to children's behaviour with consistency, helping children to make good choices by understanding why rules are important	30/08/2024
further improve the arrangements for supporting children with special educational needs and/or disabilities (SEND), that includes working in partnership with other professionals so that timely assessment and referrals are made, and effective support is put in place	30/08/2024
improve the quality of interactions and activities on offer to ensure children with SEND have access to good-quality learning opportunities that focus precisely on what they need to learn next.	30/08/2024

Setting details

Unique reference number	2617678
Local authority	Surrey
Inspection number	10343513
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	1 to 4
Total number of places	30
Number of children on roll	45
Name of registered person	Mother Hen Ltd
Registered person unique reference number	2617680
Telephone number	0330 122 4003
Date of previous inspection	27 March 2024

Information about this early years setting

Mother Hen registered in May 2021 and is located in Horley, Surrey. It is open each weekday from 8am to 6pm, apart from during the Christmas period and bank holidays. It offers daycare for children under five years old, out-of-school care, and a holiday club. The provider employs four members of staff. Of these, three hold appropriate early years qualifications at level 3 or above. The nursery provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Paula Sissons

Inspection activities

- The operational manager and the inspector completed a learning walk together of all areas of the provision and discussed the early years curriculum.
- The inspector talked to the manager, nominated individual, staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector gathered feedback from parents during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024