

Inspection of Busy Little Hands Pre-School

Village Hall, 21 Hull Road, Anlaby, HULL HU10 6SP

Inspection date: 4 September 2025

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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Leaders are beginning to reflect on the organisation of the pre-school. However, further work is needed to strengthen its overall management. The key-person system is developing but is not yet fully embedded, so children's individual needs are not always met consistently. Furthermore, supervision arrangements for staff are in place but not yet well established. This limits opportunities to identify training needs, share good practice and raise the overall quality of education and care.

Despite these weaknesses, children arrive happily at this welcoming pre-school and settle quickly into the daily routine. Staff warmly greet children and their families, creating a positive and reassuring start to the day. They sensitively offer cuddles and gentle reassurance to children who are tired or unsettled, helping them to feel safe, secure and ready to engage in play and learning.

Overall, children show positive attitudes to their learning. Staff plan a range of activities and experiences based on children's interests. For example, children enjoy experimenting with play dough. They use rollers to flatten and squeeze the dough. Staff demonstrate how to roll dough into a ball and provide children with the play dough colour of their choice.

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

- The key-person system is not yet fully effective. Staff do not always have a secure understanding of their role as a key person. At times, they lack detailed knowledge of the children in their care to build strong, consistent relationships with children and their families. As a result, some children do not receive the individualised support they need to make the best possible progress in their learning and development.
- Overall, leaders are reflective and strive for continual improvement. They value the views of staff and parents and work in partnership with the local authority. Staff feel well supported in relation to their well-being. All staff complete mandatory training, such as paediatric first aid and safeguarding. However, leaders do not yet complete effective supervision sessions with staff. As a result, staff do not yet benefit from opportunities for support, guidance and targeted training to further develop their practice, skills and knowledge.
- Children develop their language and communication skills. Staff create a language-rich environment through stories, songs and meaningful conversations. They model language effectively, introduce new words in context and allow children time to think and respond. However, group activities are not always well organised. For instance, during group times, background noise from disengaged children and staff can disrupt others. This means some children struggle to

concentrate fully and do not benefit as much as intended.

- Children are kind, respectful and behave well. Staff have high expectations of children's behaviour, and children respond positively, following instructions and taking part in daily routines with enthusiasm. Staff are good role models and use meaningful praise to celebrate children's efforts and achievements. This effectively promotes children's self-esteem and nurtures a positive 'can-do' attitude that supports their confidence as curious, resilient learners.
- Leaders recognise the importance of promoting healthy lifestyles and the positive effect this has on children's well-being. Children develop their physical skills daily through indoor and outdoor play and enjoy healthy snacks and water. However, staff miss some opportunities to discuss healthy choices with children. In addition, some packed lunches are high in salt and sugar, limiting children's understanding of nutritious options.
- Staff effectively promote children's independence from an early age. For instance, children hang up their coats and bags when they arrive. The environment is set up to encourage child-led play. Children learn to wash their hands independently, developing important self-care skills. These opportunities build children's confidence, resilience and readiness for future learning, including their eventual move on to school.
- Overall, partnership with parents is good. Staff share termly assessments, keeping parents informed about children's progress. Parents speak positively about the pre-school and comment on how well their children have settled and how much they enjoy attending. However, not all parents know their children's next steps, reducing opportunities to extend learning at home and limiting the potential for children to make the best possible progress.
- Children in receipt of additional funding are supported well. Leaders use their knowledge of the children and their families to determine how to best use the funding. For example, funding has been used to pay for additional resources and sessions for children to attend the nursery.

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
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strengthen the key-person system to ensure that all staff understand children's individual learning needs and support their emotional health and development	03/10/2025
implement effective supervision arrangements so staff receive support, coaching and training to meet the needs of the children they care for.	03/10/2025

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

- improve partnerships with parents by consistently sharing children's next steps in learning and providing ideas for how learning can be further supported at home
- plan effectively for group-time activities, making the best use of space and minimising distractions to best support children's engagement and development
- give children and parents clear and consistent messages about healthy food choices.

Setting details

Unique reference number	2738850
Local authority	East Riding of Yorkshire
Inspection number	10405809
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	1 to 3
Total number of places	29
Number of children on roll	34
Name of registered person	Busy Little Hands LTD
Registered person unique reference number	2738849
Telephone number	01482 655299
Date of previous inspection	Not applicable

Information about this early years setting

Busy Little Hands Pre-School limited registered in 2023 and is located in Anlaby, Hull. The pre-school employs four members of childcare staff. Of these, one holds appropriate early years qualifications at level 4, two hold qualifications at level 3, and one is unqualified. It operates during term time only, from 9am to 3pm Monday to Friday, except for bank holidays. The pre-school offers government-funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Jennifer Cowton

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- 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.
- Parents shared their views of the setting with the inspector.
- Children spoke with the inspector during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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