

# Little Hands Day Care

16-18 Hagley Road, Stourbridge, DY8 1PS

## Inspection date

Previous inspection date

10/01/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Teaching is good and in some instances outstanding, particularly in relation to the partnership working between staff, parents and other professionals. As a result, children make good and sometimes rapid progress in their development, taking into account their starting points and abilities.
- Children's emotional well-being is particularly well nurtured and fostered by staff who are sensitive and skilful in their interactions with them.
- Robust safeguarding policies and procedures are implemented effectively and ensure children's safety and welfare is protected and promoted at all times.
- Children and parents benefit from the very clear vision and strong drive the nursery has. They continually build upon and improve the already good quality of children's care and education.

### It is not yet outstanding because

- The outdoor area is not kept accessible at all times, in order to provide children with the continual choice and challenge of both in and outdoor play.
- Some strategies have not been fully explored to ensure children are consistently encouraged to extend their interest and skills in number.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities with all ages of children in and outdoors.  
The inspector held discussions with the owner and manager, the deputy and other
- staff working in the nursery about safeguarding procedures and children's play, learning and care routines.
- The inspector spoke to parents and children to obtain their views.
- The inspector conducted a joint observation of a children's activity with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and discussed self-evaluation and improvement plans.

## Inspector

Christine Armstrong

## Full report

### Information about the setting

Little Hands Day Care was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a converted two-storey house and business premises in Stourbridge. It is one of two nurseries privately owned, by the same provider. The nursery serves the local and surrounding area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs seven members of childcare staff. They hold appropriate early years qualifications at level 3, 5 and 6. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language.

### What the setting needs to do to improve further

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

- enhance children's learning by making the outdoor area more accessible so that children have continual choice and challenge of both in and outdoor play.
  
- enhance children's interest and skills in number by encouraging them to use number for a purpose.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children are well prepared for school and their next steps in learning because staff have a good and in some instances outstanding knowledge and understanding of how to promote the learning and development of young children. Children with identified needs receive optimum levels of support from staff who become very knowledgeable about their background and circumstances. Partnerships with parents and external agencies are extremely effective and contribute to early and effective interventions. They ensure staff know what children can do and how they support and extend children's learning. This ensures activities and experiences are carefully planned so that children are supported and challenged to take a full and active part in all aspects of the provision. As a result, this group of children make good and in some instances rapid progress relative to their starting points. All staff have a good understanding and place a high value on the critical role parents have to play in their child's learning. They use a number of successful strategies to engage all parents to take part in their children's learning in the nursery and

at home, which is an important element in supporting children's future success in learning at school. Parents are welcomed and valued and make rich contributions to the assessment process and children's learning.

The quality of teaching for children aged under two years is good. Staff are very effective in supporting and extending children's natural interest and curiosity in the things they see, hear and touch, which helps children to become active and inquisitive learners. For example, staff effectively use resources including gloop, bubbles, glitter, paint, silver foil blankets and an array of treasure baskets filled with natural materials, such as, wicker balls and wood brushes and bottles filled with different coloured and shaped items to encourage children to explore and experiment. They encourage children to make marks, reach, grasp, hold and shake items and use things for their own purpose. This helps children to develop their physical skills and to become active learners. Staff effectively support children who are less eager to explore. For example, when children are less eager to come into contact and explore a large area of gloop that is set out on the floor, staff tempt children to engage in the new experience by encouraging them to touch the gloop on staff's hand. This supports children who need to take smaller steps to build up their self-confidence and eagerness to explore. Staff have a strong understanding that children at this stage of development learn from repetition. They place a wonderful focus on singing simple repetitive songs with children. As a result, children recognise the sounds and repeated phases in songs and respond by rocking and moving their bodies. This supports their enjoyment of movement and sound and helps to develop their listening and attention skills. Children's interest and enjoyment of books is also effectively nurtured. From a very early stage children are encouraged to explore the varied range of good quality books that are kept within their reach. Staff support children in a fun way to learn how to handle books correctly. For example, staff repeat 'are you ready' to prompt and encourage children to help turn the pages and lift flaps within the books. They encourage children to feel the different textures and to look as they name the items they can see in the book. This helps younger children to develop their communication skills as they begin to learn the meaning of words. Children's sense of self-awareness is also effectively as they are encouraged to look into mirrors and name their body parts, such as, nose and mouth. They look at photographs of themselves and others at play and they are supported to engage in role play, such as brushing each other's hair, which also supports their self-awareness and relationships with others.

This good quality teaching continues for older children, who ensure they become enthusiastic and motivated learners who make good progress towards the early learning goals. Staff continually support children's verbal communication skills through singing, modelling and building upon children's vocabulary, which is particularly effective for children who are learning English as an additional language. Children enjoy rich, varied and imaginative experiences that include a good balance of fun adult-led activities, which are planned around children's interest and their next steps in learning. For example, children's interest in fire engines is supported and extended by staff who arrange for children to visit a fire station to look at fire engines and meet fire fighters. This helps to develop children's understanding of the world and the different roles people play in the community. The experience is also effectively used to stimulate discussion and to make a photographic record of the experience, which also supports and extends children's understanding of simple technology. Children also make paintings to represent their

thoughts and feelings about their experiences. Staff encourage children to make comments about their work, which they print alongside the paintings. Small world resources including fire engines and dressing up clothes are included in the display, which ignite children's imaginative play. This is an effective way to motivate children to explore ideas, sustain their interest and to think about things together. It helps to develop and extend their communication skills and helps to support their growing understanding that print carries meaning. Children's understanding that print carries meaning is further supported through activities that link to their home experiences, such as writing thank you letters for Christmas presents. This also supports children to give meaning to the marks they make, which also supports their early literacy skills. Staff also use library visits and story sacks to extend children's understanding that information can be gained from books. For example, staff use different books to support children's interest in animal homes, which is further supported by staff taking children into the local park to look for animal homes. Children's interest in shape, measure and number is also well supported. Staff provide rich and varied opportunities for children to explore and experiment with length, weight and capacity using a variety of containers and natural resources, such as, sand and water, both in and outdoors. For example, children use the outdoor tap to carry water in containers to mix in the large sand pit and to pour along the different gradients and lengths of guttering that has been attached to the outdoor wall. Children explore and use number as they play. Staff support and extend this interest by providing resources, such as number lines and introducing them to some French numbers to reflect some children's home experiences. However, some strategies, such as using meals times as a purposeful time to use number, have not been fully explored to ensure children are continually stimulated to extend their interest and skills in this area of learning.

### **The contribution of the early years provision to the well-being of children**

All staff have a strong understanding of how important it is that children develop a secure sense of emotional well-being. All children are allocated key persons who build warm, caring and nurturing relationships with them. All key persons work effectively in partnership with parents to ensure all children receive the support they need when they first attend the nursery and when they move room, as they get older and more able. For example, exceptionally good focus is given to supporting pre-school children who move from other nurseries. In this instance, staff work with parents to prepare children for the changes. They provide a photo book that contains pictures and names of all staff, areas of the nursery and play areas. Parents report how much they and their family enjoy sharing the book with their children. They report they have been amazed at how well their children have settled and embraced their new experiences. Staff working with babies and children under two years also place particularly good focus on working in partnership with parents to ensure information is exchanged, in order to identify and meet care needs of children. As a result, staff are very tuned into children's needs, which they meet very well. Consequently, young babies demonstrate high levels of contentment as they feed and sleep following their own routines and they develop strong attachments to their key persons.

Throughout the nursery children receive good levels of support to manage their feelings

and behaviour. All children are supported well to consider others and to take turns and share. Staff work exceptionally well in partnership with parents and other professionals to provide additional support, when needed. This ensures continuity and consistency of boundaries for children, who respond well to these. In these instances, parents report rapid improvements in their children's ability to manage their behaviour. As a result, children in all areas enjoy harmonious environments, which help to support their sense of emotional well-being. Children's good health is also given good priority. Very high standards of hygiene are maintained throughout the nursery and children are supported to follow good hygiene routines and to develop an understanding why these are important. Children's good health is further supported through a well-balanced nutritional menu. They take part in discussions about the importance of the healthy food they eat, which supports their understanding of healthy eating. Children's taste for healthy options is supported from a very early age. For example, food nets are used so that very young babies can suck and chew on fresh fruit safely.

Staff have a secure understanding of how to create a flexible and stimulating environment. All children benefit from a rich variety of resources that ignite their interest to initiate their own play and follow their own interest in all areas of learning, in and outdoors, which effectively supports children's independence. This includes a well-equipped outdoor area which provides opportunities for children to enjoy fresh air and the physical exertion of working on a larger scale than indoors. For example, the very large sand pit allows children to explore with a larger volume of sand which they can sit and walk around in. Outdoor water taps provide larger volumes of water for children to pour and carry. A sheltered area allows children to enjoy fresh air and outdoor play during all weather conditions. Good use is made of screens and paths so that children can find and explore and dig in the nature area, which helps children to learn about nature and develop a sense of adventure. Children develop their physical skills using a wide variety of outdoor toys, such as, wheeled toys and balls. During all activities children are supported well to be aware of their own safety and the safety of other children. Children enjoy accessing this area at different times throughout the day. However, this area is not kept accessible at all times, in order to provide children with the continual choice and challenge of both in and outdoor play.

### **The effectiveness of the leadership and management of the early years provision**

The owner and manager of this nursery has effectively used her knowledge and experience of successfully running her other nursery to swiftly embed all the safeguarding and welfare and learning requirements of the Early Years Foundation Stage. As a result, safeguarding procedures are robust, ensuring that children are kept safe and protected from harm and neglect. For example, there is a comprehensive safeguarding policy which is shared with parents. All staff receive ongoing training and have good knowledge and understanding of child protection procedures. Children are further safeguarded through high levels of supervision and a culture of assessing and minimising risk with children during activities. This ensures children enjoy a safe and secure environment. Effective recruitment and vetting procedures are implemented. This ensures that all staff working in

the setting are and remain suitable to work with children. It also ensures staff are well qualified and skilful in their interactions with children and parents and working in partnership with other professionals. Effective systems for performance management have also been swiftly embedded. This includes one-to-one supervision, observations, coaching and modelling by the manager and her deputy. This approach fosters a culture of reflective practice, which supports effective ongoing monitoring and improvements of the educational programmes and children's progress and care.

All staff recognise that parents have the best knowledge of their child and they value and seek parental contributions. Discussions with parents on the day of the inspection demonstrate how quickly and skilfully staff portray this ethos and how strongly parents feel that they and their children benefit from attending the nursery. Thorough self-evaluation is undertaken which takes into account the views of all staff, children and their parents. Strengths are identified and identified areas of improvement are acted upon. For example, as a result of a recent parental questionnaire the organisation and management of family events, such as, Bonfire night and Christmas shows have been re-scheduled to take place in larger premises, to ensure comfort and participation for all. The owner and her deputy have a very strong drive to provide the very best in care and education and they are effective in driving this vision forward. High emphasis is given to professional development with a number of staff currently undertaking degrees in early childhood and management in early years. This results in an abundance of ideas and plans including the development of a Forest area and indoor soft play area. Good focus is also given to in-house training with all staff benefiting from training, such as providing continuous play provision. The effect of this training can be seen in the effective organisation of resources within the nursery. Staff have also undertaken training to enhance their skills in working with parents. The result of this training is very much in evidence in staff practice and contributes to the good and in some instances exceptional support children and their families receive.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY467106
<b>Local authority</b>	Dudley
<b>Inspection number</b>	927547
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	70
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Sharon Helen Ramsey
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01384 441441

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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.

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