



## Little Treasures Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY315402
<b>Inspection date</b>	10 January 2007
<b>Inspector</b>	Jane Elizabeth Chappell
<b>Setting Address</b>	The Haven, 222 Livingston Road, Thornton Heath, Surrey, CR7 8JW
<b>Telephone number</b>	
<b>E-mail</b>	
<b>Registered person</b>	Little Treasures Nursery (UK) Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Little Treasures Nursery opened in 2005 and operates from four rooms in a single storey detached house situated in Thornton Heath, London Borough of Croydon. A maximum of 20 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 23 children aged under five years on roll. Of these, six receive funding for nursery education. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs six staff, of whom four, including the manager hold appropriate early years qualifications. The setting receives support from the Early Years Childcare Partnership (EYDCP).

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children play in a clean environment where they are encouraged to follow good hygiene practice such as washing hands before meals and after using the toilet. Staff explain to children who are old enough to understand, why they need to do this and other children learn about hygiene practice from following the example of others.

Five staff hold first aid qualifications and this, along with well-stocked first aid boxes and written permission from parents to take children to hospital in an emergency, means that children will be given appropriate care if they have an accident. Prior written consent to administer medication to children, together with staff adhering to medication procedures, ensures children receive the correct dosage according to their needs whilst at nursery. However, parents are not asked to sign the record book to acknowledge the entry therefore this does not fully support the children's health and well-being.

Children understand the benefits of a healthy lifestyle. All staff take account of the wishes of parents and the dietary needs of the children. Children enjoy healthy meals and snacks throughout the day. Fruit is provided daily at snack time and is accompanied by water. Drinking water is also freely available throughout the day with children being given gentle reminders throughout the day to help themselves. However, children are not encouraged to be independent during mealtimes, for example, older children are not encouraged to serve, set the tables or pour their own drinks.

Children enjoy a suitable range of activities, which contribute to their good health. A good supply of equipment in the outdoor area helps children to begin to develop control of their bodies, although basic planning in this area does not allow children to gain maximum benefit from the activities available. Children learn to throw and catch, and hit balls with their rackets, improving their hand eye co-ordination. Children's fine motor skills are developed as they have access to crayons, scissors, glue sticks, paintbrushes and cutlery. Opportunities are given for children to play with malleable materials such as dough and sand.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are able to move around safely, freely and independently as regular effective risk assessments take place. Children learn how to keep themselves safe both inside and outside of the nursery through reinforcement by staff and topics covered such as road safety awareness.

Children independently select activities from a range of suitable toys and equipment that stimulate them. Resources are organised effectively to accommodate the free flow system to suit the open planned environment. Staff monitor and supervise children's choice of toys to make sure they are safe and appropriate for their age and stage of development. However, the baby room is not well organised as a stimulating environment to ensure that the children are able to access all areas of learning.

Children and staff practise the emergency evacuation procedure regularly, with all staff aware of their responsibilities to help all children to leave the building safely. This helps children to become familiar with the routine in the event of an emergency.

Staff are aware of child protection policies and understand the procedures to follow if they have any concerns, this supports children's welfare. The settings current child protection policy is out of date; it is not in line with latest guidelines.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children attending the nursery are generally confident within the setting and have built secure relationships with the staff. They arrive happily and quickly settle at an activity. Children are familiar with the regular daily routine and enjoy making choices about their experiences and selecting their own materials. Equipment is stored at low level, which enables children to self select their choice of toy or activity and allows them to explore and investigate. Young children delight in music and movement sessions, where they enjoy bouncing, and clapping along to the music. Staff engage well with the children they are enthusiastic and get involved in the children's play.

Staff incorporate the Birth to three matters framework into their planning. However, planned activities are not meeting the needs of all of the children. Planning does not highlight the children's individual needs and observations are not used to aid planning to support this.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children have access to resources and activities that offer stimulation and which generally support learning across the six areas of the Foundation Stage. Children are making satisfactory progress because activities are planned, with the help of the manager, to promote children's learning. Staff are good role models and demonstrate a positive attitude towards learning by presenting activities in an enthusiastic manner. However, there is not a system to identify the next steps of learning, and children's observations are not used to aid planning for their individual needs this inhibits the children's learning.

Children speak readily to peers and adults. They talk openly about what they have been doing at home. Most children express themselves clearly. Children are learning to be independent, however they are not given enough opportunities to do things for themselves, for example pour their own drinks or serve their own meals. Some children are beginning to form letters when they write and some can recognise the letters in their names, although they do not regularly write for different purposes, for example, within the role play area. The children enjoy looking at books and they turn the pages carefully. They listen and contribute appropriately at story time.

Good use of appropriate mathematical language is used during planned activities. For example, at circle time singing songs that encourage counting and subtraction i.e. five current buns. Children also use mathematical language spontaneously within their play, whilst playing with

the sand and bricks. Counting is not regularly prompted through daily routines, for example, taking the register, working out how many chairs at the table so therefore how many children can sit down for snack. This limits the children's learning opportunities.

Children express themselves creatively through a range of media. They paint, draw and make pictures that link to their topics. However, focussed adult led activities are sometimes too directive, this prevent children independently expressing themselves to develop their own ideas.

Children show great interest in using information technology and are confident and competent when using the computer. Children learn about themselves and the world around them through a variety of well-planned activities and themed topic work.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children's individual needs are respected throughout the nursery. There are frequent opportunities for them to gain insight into other cultures, which promotes their understanding of the wider community. Children with English as an additional language are well supported as staff work closely with parents to understand key words from their first language to aid communication. This approach ensures children's spiritual, moral, social and cultural development is fostered.

Children benefit from praise and encouragement to promote their self-esteem. Appropriate behaviour management strategies, according to children's age and stage of development, help children to learn right from wrong. Children of all abilities are given fully inclusive care by staff, encouraging children to participate in the activities provided. This ensures children have equal opportunities to maximise their enjoyment and potential. The nursery works with outside agencies to offer support to children with learning difficulties and/or disabilities.

The partnership with parents and carers is good. Parents are encouraged to come into the nursery to share their skills, for example, one parent has volunteered to share her knowledge of the Greek language with the children as a lot of children upon leaving the nursery attend a local Greek school. Staff also send both library and reading books home daily with a contact book for parent's comments. This supports and encourages the partnership between home and nursery.

Children are cared for by staff who work closely with parents to meet their needs. Parents receive information about the Foundation Stage and how children learn. This ensures parents understand that play has an important role in developing children's skills for the next stage of learning. Regular sharing of information through parents' evenings, newsletters, daily verbal feedback and end of year meetings/reports ensure staff and parents are aware of children's achievements. However, parents do not receive sufficient information about the Birth to three matters framework, therefore not enabling parents of the younger children to fully support their child at home

## **Organisation**

The organisation is satisfactory.

Leadership and management of the nursery education is satisfactory. The Manager has taken steps to address issues raised by the last Ofsted report and is working closely with staff and parents to improve the quality of education offered to children. There is a commitment to develop and improve the setting. Support is received from teaching advisors in the local authority who liaise with management to put into place effective systems to monitor and evaluate the curriculum and care, in order to identify strengths and promptly address areas for improvement.

Most mandatory records are in place to ensure the safe and effective management of the setting in order to promote children's welfare. However, the nursery does not ask parents to sign to acknowledge medication given to their child, and the child protection and complaints policies require updating.

Children benefit from being cared for by suitably qualified and appropriately vetted staff due to effective recruitment procedures. Staff have a secure understanding of child development, which helps them meet children's individual needs. Staff have clear responsibilities and work together well as a team. Overall, the provision meets the needs of the range of children for whom it provides

## **Improvements since the last inspection**

At the last inspection, the setting was found to be inadequate and a number of actions and recommendations were raised for the improvement of the setting. Since then staff carrying out daily risk assessment have supported children's safety and children under two years old have their own base room. Children's health and hygiene is actively being promoted throughout the setting ensuring, fresh fruit is available daily, drinking water is available for children to help themselves as required, and babies are fed in accordance with their own routines. There are now five members of staff qualified in first aid to support children's health in the event of an accident. Policies and procedures have started to be updated however, this is still not sufficient so therefore further recommendations have been set at this inspection. Staff have a sound understanding and awareness of managing children's behaviour.

The setting is currently seeking support from the Early Years advisory teachers regarding implementing the Birth to three matters framework and improving their knowledge and understanding of planning and delivering the Foundation stage. This is ongoing and recommendations have been set at this inspection to continue this improvement.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that all children are encouraged to be independent during mealtimes
- ensure that parents sign to acknowledge the quantity and the time medication was given
- improve the facilities in the baby room to ensure that it is stimulating, and meets all the needs of the children
- update the complaints procedure to include current contact details and review the setting's child protection procedure to ensure that it is line with Local Safeguarding Children Boards (LSCB) guidance
- inform parents about the Birth to three matters framework whilst their children are attending the setting
- continue developing an understanding of the Birth to three matters framework and further implement it into planning

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve the planning for physical play to enable children to gain maximum benefit from the activities available to them (also applies to care)
- ensure that children have the opportunity to mark make for a meaning and within a variety of situations within the setting and develop the mathematical programme to enable children to use and recognise numbers in everyday play
- provide children with opportunities to create independently with a variety of mediums (also applies to care)
- continue to develop a rigorous system to monitor and evaluate the quality of teaching and learning so that areas for improvement are identified and quickly addressed using the observations to inform the next stages of learning.

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