

Little Treasures Pre-School & Day Nursery

Inspection report for early years provision

Unique Reference Number	122410
Inspection date	07 February 2007
Inspector	Jane Elizabeth Chappell
Setting Address	The Village, Coulsdon Road, Caterham, Surrey, CR3 5QX
Telephone number	01883343678
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Registered person	Hilary Gilbert
Type of inspection	Integrated
Type of care	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.

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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

WHAT SORT OF SETTING IS IT?

Little Treasures Pre-School & Day Nursery is privately owned and opened in 2000. It is located in a newly refurbished building in 'the Village' within Caterham in the County of Surrey. The building was formerly part of Caterham Barracks. The nursery is open to children from a wide geographical area. It is situated within walking distance of local shops and schools. The nursery is open every weekday from 08:00 to 18:00 throughout the year, closing only for a week at Christmas. It is registered to care for ninety-eight children under five years of age, twenty-four of whom may be under two years old.

There are currently 119 children aged from two to under five years on roll. Of these, 49 receive funding for early education. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs 18 members of staff. Over 50% of staff are appropriately qualified. The nursery works with the Early Years Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn about the importance of good hygiene practice by following routines of hand washing prior to eating, after messy play and after using the toilet. Older children understand why they need to wash their hands and talk about germs hurting their tummies. Staff changing children's nappies use disposable gloves and aprons as part of the nappy changing procedure and this helps support children's health. Soap and hand towels are accessible to children in the bathroom areas to encourage their independence.

Children's health is protected because staff are well informed about children's medical conditions and other health considerations including dietary needs. Detailed information is collected at registration to make sure staff are aware of all relevant issues. Staff hold current first aid certificates, enabling them to deal appropriately with any accidents that may occur. Suitable documentation is in place to record any accidents or medication administration. However, parents are not asked to sign the record to acknowledge medication administered to their child, this does not fully support the children's health and well-being.

Children eat meals that are prepared on site and details of the food children have eaten are recorded on their contact sheets. The nursery operates a varied weekly menu, this shows children are given healthy and nutritious meals with their dietary and cultural needs taken into account. Fruit is provided daily at snack time and is accompanied by water.

Children benefit from regular physical activity and exercise. All of the children go out daily, for a walk or within the garden areas. This contributes to a healthy lifestyle and supports their physical development. They enjoy running around in the fresh air, peddling bikes and pushing themselves along in the cars. There are good daily opportunities for children to extend their fine motor development, for example, by turning puzzle pieces to make them fit, manipulating play dough and using pencils and glue spreaders correctly.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from being cared for in a welcoming, well-maintained environment. The risk of accidental injury is minimised because staff take steps to reduce any potential hazards, for instance by conducting regular risk assessment, and making sure the building is secure at all times. Children begin to learn to keep themselves safe when they are reminded of the rules and the reasons why they need to walk within the nursery and not to eat the sand.

Children use good quality equipment appropriate for their age and stage of development. These are well maintained and kept in good condition by staff who are responsible for the equipment within their own rooms. Children are able to choose toys for themselves as they are kept at child height. They are encouraged to tidy away the items they have finished playing with before moving onto the next activity. This teaches children to respect the toys, become independent and boost their self-esteem as staff praise them for helping.

Children are well protected because staff demonstrate a good understanding of their responsibilities with regard to child protection. Detailed policies are in place, which give clear information about procedures and recording.

Helping children achieve well and enjoy what they do

The provision is good.

Children feel welcome in the setting as they are warmly greeted into a calm and nurturing environment, by the friendly and professional staff team. They are well supported during the transition from parents or carer to the nursery setting. Children readily approach staff for attention, enjoy the company of their peers and play well together. Children behave well and understand the rules and boundaries of the group. They respond to staff requests for good behaviour and benefit from an explanation that helps them to understand the impact of their behaviour.

Young children enjoy the music sessions, and move to the rhythm of the music, laughing and clapping with delight. All staff interact with enthusiasm in all aspects of children's play and children in turn, respond well. Appropriate activities are changed regularly for the younger children to encourage their interest and stimulate learning. Children enjoy participating in creative activities, learning to manipulate the scissors, and sprinkle glitter onto their creations. Most of the rooms have a quiet, area for children who want to relax and look at books independently.

Staff have a good understanding of the Birth to three matters framework and have implemented it effectively into their planning; they use observations of children's developments to plan for their individual needs.

Nursery Education

The quality of teaching and learning is good. Staff make good quality, spontaneous observations of children during play and use these to plan for children's individual learning needs. They meet regularly to discuss children's progress and note any particular areas of children's interest to focus their learning. Children's records move with them as they progress through the setting to ensure that staff are aware of each child's individual needs. Staff create a stimulating environment for the children by making sure that all areas are mostly well resourced with interesting and challenging materials.

Children are confident within the setting, linking up with friends for games and turning to staff for support. They are learning to be independent, as there are some opportunities for children to do things for themselves, for example, help themselves to water throughout the day and fasten their coats for outside play. Some children are confident writers and consistently write their name on their work. The children enjoy looking at books and they turn the pages carefully. They listen well and contribute appropriately at story time.

Children show interest in numbers and spontaneously count the snow-people they are building. They use play money whilst playing bingo, and recognise the same numbers on the coins as well as their board. Children use maths to solve simple problems, for example, 'when you get up there will be one spare chair so I can sit down for my snack and that makes, eight people.'

Children express themselves creatively through a range of media. They paint, draw and make pictures that link to their topics. However, there are limited opportunities for children to create freely within the day. This prevents the children accessing the full range of interesting resources to develop their own projects.

Children's knowledge and understanding of the world is enhanced through a range of exciting activities, regular walks and visitors to the setting who share their experiences with the children.

This helps children to learn about the community in which they live and gives them an insight into the wider world. Children are becoming skilled in using the mouse and keyboard on the computer. They also have some opportunities to experiment with other programmable toys and equipment to question why and how things work.

Children are making good attempts at making marks. Some children can clearly write their name and all understand that print carries meaning. For example, writing in the appointment book in the 'office', looking for their name to put in the container after they have finished their snack.

Helping children make a positive contribution

The provision is good.

A good range of resources, visits and celebrations introduce children to the local community and to the wider world and encourage them to be accepting of difference. There are good systems in place to support children with learning difficulties and/or disabilities. Staff work successfully with parents in identifying children's needs and involve other professionals where appropriate, to support each individual child.

Children behave well and they are helped to understand responsible behaviour by talking through difficulties and sharing an agreement with staff about expected behaviour in the setting. Staff reinforce appropriate strategies, according to children's age and stage of development, to help them understand right from wrong. Children are treated with respect and are given lots of praise and encouragement, this promotes their self-esteem. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers is good. Children benefit from positive relationships between their parents and staff, helping them receive consistent care both individually and as a group. Parents have access to clear information about the Foundation Stage. This ensures parents understand that play has an important role in developing children's skills for the next stage of learning.

A two way flow of information through daily contact sheets, regular newsletters, meeting with key staff and daily verbal feedback ensures staff and parents are aware of children's achievements. Parent's views are actively sought and acted upon. Parents are very satisfied with the care their child receives.

Organisation

The organisation is good.

Children's care is enhanced by the quality of the organisation. The premises are well organised both inside and outside with space used to maximise play opportunities for children. The nursery is housed in two separate buildings located next to each other. The first area is organised for children up to three years old and the second area is organised for pre-school children. Children benefit from being cared for by qualified and caring staff that are committed to continuous improvement and development. This means children are taught by staff who are up to date with the latest childcare practice.

Most information and documentation required for the safe and effective management of the setting are in place and stored confidentially. The sound policies and procedures work effectively

in practice. This underpins the safe management of the setting, which contributes to the welfare of the children.

The leadership and management of the setting are good. The managers are fully committed to ensuring children receive high quality care and education. They actively promote review of practice through regular meetings and by inviting feedback from parents. Good systems of support for staff enable them to keep up to date with record keeping and planning, allowing them to focus on children's individual learning needs. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection, the nursery was asked to make improvements in the following areas:

Observe and record all children's progress in all areas of development; share the records with parents and use the information gained to plan the next steps for the children's play and learning. Make sure that all staff are aware of and adhere to the system for keeping records of any medicine administered to children.

There are now comprehensive systems in place to ensure that children's progress is observed, recorded, used to inform planning for children's individual needs and shared with parents on a regular basis. Management have also put into place a satisfactory system for keeping records of medication administered to children however, a further recommendation has been raised at this inspection to enhance this practise.

At the last education inspection, the nursery was asked to make improvements in the following areas: Develop the use of assessment in order to, identify individual children's next steps in learning; and use any information gained from assessment to inform the planning of further activities. Review the organisation of the room to ensure all activities and areas are easily accessible and well prepared.

Good progress has been made in these areas. Organisation and planning effectively supports the foundation stage and individual children's learning needs are included. Three further recommendations have been raised at this inspection to further develop and extend the learning opportunities for three to five year olds.

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.

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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 those responsible for the preparation and handling of food comply with regulations relating to food safety and hygiene and ensure parents sign the record book to acknowledge all medicines administered to their child
- ensure that the provision made for children who wish to relax or play quietly, is equipped with appropriate furniture.

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):

- develop the creative activities to provide regular opportunities for children to create independently, expressing their thoughts, ideas and feelings (also applies to care)

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