

# Little Treasures Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY102023
<b>Inspection date</b>	18 June 2007
<b>Inspector</b>	Patricia Dawes
<b>Setting Address</b>	Highbrooke, Boscomoor Lane, Penkridge, Stafford, Staffordshire, ST19 5NU
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<b>Registered person</b>	Little Treasures 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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Little Treasures Day Nursery opened in 2002 and is situated in self-contained accommodation in Penkridge in South Staffordshire. Children are based in five rooms depending on their age, babies, toddlers, pre-school and out of school. A maximum of 75 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:00 for 51 weeks of the year. All children share access to an enclosed outdoor play area.

There are currently 97 children aged from birth to under eight years on roll. Of these 29 children, receive funding for nursery education. Children come from a wide catchments area. The nursery has no children currently attending with learning difficulties and/or disabilities or who speak English as an additional language. However, there are appropriate systems in place to support these children.

The nursery employs 17 staff. All of the staff, including the managers hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is outstanding.

Children remain free from infection and cross-contamination because staff use very effective routines and practices. For example, they implement effective and systematic hygiene procedures during nappy changing routines and children use individually named bedding at sleep time. They ensure children play with toys that are clean and in very good condition. Tabletops and high chairs are cleaned before meals, snack-time, and the food preparation and bathroom areas are clean and well organised. Children throughout the nursery learn about and practise excellent personal hygiene routines during the day. They all wash their hands before meals, playing outdoors and after using the bathroom. Older children demonstrate they know how to prevent spreading germs by washing their hands after handling the frog they found during an outdoor activity.

Meticulous medication and accident management systems keep children safe at all times. All medication is stored out of children's reach and staff are qualified to administer first aid. A fully stocked first aid kit is available in every area in the nursery. Staff make detailed accident and medication recordings and ensure parents sign the entry. Up-to-date information is available for parents regarding reporting any notifiable diseases promptly. The group advises parents of any contagious infections through the notice board. For example, a sickness bug in the nursery. Parents are advised not to send their child if they are unwell and staff follow sound procedures when children become unwell in the setting. Written consent from parents is sought to enable the setting to seek emergency treatment or advice. All of this helps to prevent the spread of infection.

Children are developing a considerable understanding of how to keep themselves healthy through regular exercise and healthy eating. They all enjoy a variety of nutritious, freshly prepared meals throughout the day relevant to their individual dietary needs. Fresh fruit and vegetables are offered at snack-times. Each child's individual dietary needs are displayed on organised lists within the playrooms. Staff are fully aware of the importance of ensuring food is suitably stored, prepared, cooked and served to prevent any cross-contamination. All staff wear aprons when serving food and on occasions children have been known to remind staff of this.

All children independently access or are offered fresh drinking water throughout the day as the staff limit the availability of juice, helping protect the children's teeth and gums. Mealtimes are very sociable occasions where younger children benefit from the support of staff as they all sit down to lunch. Older children lay tables and serve themselves in preparation for attending primary school. The atmosphere is calm and relaxing as staff encourage children to share their news and talk about the day. Topics and staff discussions help children to understand about food, which make them "big and strong". The pre-school staff use excellent tactics to encourage children to taste new foods. Children are looking forward to making and tasting the vegetables they had grown in their garden.

All the children enjoy regular physical exercise during the day, using the garden whenever possible on a rota basis. Younger children play separately to older children, enjoying the wide variety of toys and equipment made readily available. The outdoor area offers them a soft surface and grassed area, including smaller play equipment. For example, push-along toys and riding toys. Older children enthusiastically participate in playing games with the staff including

"What's the weather today". They develop their climbing and jumping skills using the safe large apparatus. Additional opportunities for ring games and music and movement are available in the 'barn' when the weather is wet. All children develop a positive attitude to physical exercise as they rise to the challenges of the versatile range of equipment and activities staff provide. They are aware of when they need a drink or a rest. As a result, they develop a positive attitude to exercise and maintain a healthy lifestyle.

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

The provision is outstanding.

Staff welcome all parents and children by name each morning, making them feel part of the setting. They share information with parents before their child starts the day, ensuring they are up to date about all situations and events such as celebrating the arrival of new babies. The premises are extremely warm, welcoming, well maintained and clean throughout. A colourful display of children's artwork and posters make the environment into a pleasant place for children to spend their day and helps to promote children's sense of belonging.

Children play in an excellent organised environment. Staff provide suitable areas for resting, sleeping, eating, "messy" activities and playing outdoors. Ample space is available between activity tables or areas to allow children to move around freely and explore their environment in safety. The 'barn' is available throughout the day which provides children with opportunities to enjoy small group activities or more boisterous play during stormy weather.

Children access an extensive range of high-quality toys, equipment and activities each day, keeping them safe, secure and stimulated. Staff maintain equipment to a high standard, sorting it into labelled containers which are securely stored on shelves or in cupboards to prevent accidents and allow children easy access. They immediately remove broken or damaged items for mending or replacing by the resident 'handyman'. Comfortable furniture is available in all younger children's rooms which is beneficial for staff when they are feeding and comforting babies.

The main entrance door is secure once children are on the premises. Staff remind parents to ensure the door is closed when they leave to prevent children leaving the premises unnoticed. All visitors are required to sign in and out of the premises and show their ID if relevant. The owner or manager escorts them around the premises, ensuring they do not pose a threat to the children's safety. Staff complete daily checks of their rooms at the beginning of each day to ensure they are safe and suitable for the children. All required stair gates are in place, preventing children leaving their play room or going downstairs unattended.

Staff conduct in-depth risk assessments in each room regularly. They record all items requiring attention. The provider ensures all required work is quickly completed. For example, the bridge on the climbing gym was reinforced and cleaned which means all older children can use this area in safety. All staff are fully aware of the excellent emergency evacuation procedures. They practise fire drills regularly with the children, recording and identifying any possible problems for future consideration. Staff supervise children well at all times. They continually head count children as they move around the premises to ensure the children's safety throughout the day. All staff are familiar with the lost or uncollected child policy and procedure which they will follow if needed.

Children are very safe and secure when they participate in outings or are collected from school. Staff maintain an excellent adult to child ratio off the premises, ensuring the children's safety

at all times. Additional equipment includes suitable car seats, booster seats, a fully charged mobile telephone and first aid kit for use in an emergency. Staff know the route for their destination and expected time of return. A full risk assessment of all outings ensures any hazards are identified for future trips.

All staff have a clear, sound knowledge and understanding of child protection issues, which is up-dated regularly through attending training. Parents are alerted to the staff 'duty of care' statement, which they sign prior to their child's admission. Parents can access the policy and contact details of both First Response and Ofsted in the foyer. Staff are pro-active and fully aware of where to seek help and advice if they are concerned for the safety of a child in their care.

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

The provision is outstanding.

All the children arrive at nursery enthusiastic and eager to play, learn and explore in the stimulating environment. Children are happy to leave their parents or carers due to the excellent relationship they have developed with their key worker. Throughout the nursery, children are encouraged to develop their confidence and independence skills at a stage to suit their individual needs. They enjoy a very good balance of adult-led and free-choice activities each day. They work in appropriate groups supported well by the staff. For example, smaller group activities for all the children, during the day. Staff are very competent and use their skills well to add humour and interest into a counting game for a large group of children. This helps to maintain children's focus and involvement.

Babies explore and discover through an excellent range of planned activities. Staff arrange toys appropriately, which enables all children to have free access and make their own choices and decisions. For example, younger children's activities are placed on the floor. Close and caring relationships increase children's sense of trust and help them develop a strong sense of self. They make contact with adults and gain their attention. Staff promote and support their early communication skills well with constant interaction, lots of cuddles and encouragement.

Staff have a very good understanding of how to motivate children by ensuring all activities are adapted so all children can participate. They plan activities using an appropriate framework relevant to the children in their room. For example, 'Birth to three matters'. Staff observe and carefully record children's individual progress and development, which they share daily with parents and carers. This ensures all the children can develop and progress at their own rate.

### **Nursery Education**

The quality of teaching and learning is outstanding. Staff use in-depth planning which fully incorporates the early learning goals and stepping stones. A balanced range of innovative and practical activities help children learn, as they access a substantial range of high quality equipment. Staff are very skilful and support children's learning well through planned and naturally occurring opportunities throughout the day. Children become interested and absorbed in their activities and staff use open questioning well to encourage children to think for themselves.

Key workers know the children well as they record regular observations, identifying each child's next steps for progress and development. Staff incorporate children's interests into the programme when possible. For example, growing plants and studying wildlife. Currently there

are no children with special educational needs or who use English as an additional language attending the nursery, although there are effective systems in place to provide good support and inclusion. Systems to observe, monitor and record children's achievements and to plan experiences to help children take the next step in their learning are systematic and support children's progress in all areas of learning.

Children are making outstanding progress through the early learning goals and stepping stones. They show enthusiasm towards the activities provided, as they are interested, motivated and keen to learn. Children keenly discuss the frog and growing plants they find in the garden. They are confident in the setting and ask for help when required. For example, a child asked for help with her buttons when putting her coat on to play outdoors. Children concentrate for long periods when they undertake activities of their own choice. For example, doing a puzzle or making a model. They all sit well for story time joining in with enjoyment. Many children have made close friends in the group and all are developing excellent independence skills. They particularly enjoy being group leader for the day, ringing the bell for tidy up time.

Children's communication and language skills are excellent. They are able to express their feelings and vocalise their emotions. For example, one child expressed their dislike towards the frog in the garden. They regularly enjoy exploring letters and sounds with the staff and some children participate in French lessons each week. They particularly enjoy looking at books and listening to stories. Children use good language skills as they play together. They have many opportunities to develop their writing and mark making skills during role play, making passports or labelling their own paintings or drawings, which mean many children are able to write their own name, using recognisable letters. Children enjoy making posters in their playroom for the café and computer area.

Children have numerous opportunities to develop their mathematical and counting skills each day. Staff are skilful and incorporate these into the daily activities as they count the children in and out of the room, count children's bricks in their tower and talk about long and short when observing the plants. Most children confidently count to 10 and beyond. Children are developing their understanding of mathematical positional language as they move over and under the large play apparatus. They discuss heavy and light as they fill their buckets with sand or soil and bigger and smaller when they compare the towers they have built.

Children enjoy daily opportunities to explore sand, water, soil, dough and paint. They discuss changes as they mix their paint or during cooking activities. All the children enjoy weighing the ingredients. Children help to water the plants in their vegetable garden. All the children competently use the computer and other programmable toys. They enjoy learning about people "who help us" as they have regular visitors to their group from the police and fire service. Some children particularly enjoyed recalling how the police officer had some handcuffs, a baton, and a radio and went on to describe how the items worked.

All the children move confidently around the nursery and have a good awareness of space. They confidently use the large apparatus such as the climbing gym or large wooden train, run, and jump onto spots ready to enter the barn for lunch. Many are becoming aware of how their body works and know when they need to take a rest or a drink as they play. All the children enjoy using an extensive range of toys and equipment for the development of their large and small muscles. For example, they handle scissors, rolling pins, cutters and paint brushes competently. Children are aware of the dangers of using the correct tools during construction activities while making their own creations. They use their imagination as they re-tell stories,

move to different types of music or play outdoors pretending to be monsters. They enthusiastically build an airport and outbuilding with the construction materials.

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

The provision is outstanding.

All children are welcomed and play a full part in the nursery because staff treat them with equal concern and support, and respect their individuality. Staff use detailed information provided by each parent to provide professional care for every child in the setting. Babies and young children's routines are incorporated into the day as required. For example, children are able to rest or sleep when they need. Children access an extensive range of toys and activities reflecting other cultures, race and disabilities. All the children play with everything available. For example, boys enjoy shopping and girls enjoy building models with the construction equipment. Children are developing respect for one another as they learn about other cultures and their local community through a range of different visitors to the setting. For example, police officers and fire fighters, or visits out to the local home for the elderly. This is a positive approach and fosters children's spiritual, moral, social and cultural development.

Staff are pro-active in their approach to caring for children with learning difficulties and/or disabilities or who speak English as an additional language. There are no children currently attending however, staff have appropriate systems in place to support these children, such as, a designated special needs co-ordinator who will ensure all staff are fully informed about the specific needs of individual children and have access to their file as required. This ensures all children identified with special needs receive the care and support they need to progress and develop to their individual potential.

Children behave very well throughout the nursery. Staff have high expectations and set realistic boundaries for the children, which helps them learn to negotiate with others and take responsibility for their own behaviour. Staff calmly remind younger children not to run in their room. Older children are aware they must take care on the stairs and must not go outdoors until a staff member escorts them. The whole nursery is calm and happy as children require minimal behaviour management as they are learning to share the toys and take turns. Staff increase children's understanding of right and wrong, they respond to gentle reminders to care for their environment, the nursery resources and each other, such as, staff reminding older children not to shout during outdoor play because babies are asleep. All staff regularly reward children with praise, encouragement and smiles.

Partnership with parents and carers is outstanding. Parents receive comprehensive information through the nursery's parent pack, policies and procedures. Additional, extensive information is readily available in all areas of the premises through wall displays, posters, leaflets and children's work. Parents enjoy regular opportunities to meet their child's key worker to discuss their progress and development through the open day events. All parents are aware of how to complain and the provider keeps them fully informed of any complaints as required. Parents are able to make suggestions by attending the regular 'cluster meetings', which gives parents a voice in the nursery. Staff ensure that all parents know how their children are progressing and developing. Children benefit from the involvement of their parents in projects, which contribute to their good health, safety, development and learning.

Partnership with parents or carers of children in receipt of nursery funding is outstanding. Staff have considerable systems in place for sharing information with parents to meet their child's individual needs as they receive detailed information on the educational programme. Staff

actively invite them to become involved in their child's learning at home. Parents commented they are very pleased with their child's progress and development. They are surprised at what their children know and feel their children are well prepared for school when they leave. Parents find the staff "friendly, helpful, dedicated and a hard working team who help children become confident, outgoing caring little people". Many said they would recommend the group to other people.

## **Organisation**

The organisation is outstanding.

All staff undergo rigorous and robust checks to ensure they are suitable to work with children. All staff are qualified and have a good working knowledge of the age group of children they care for each day. For example, staff that work with babies and toddlers are aware of the 'Birth to three matters' framework. Most staff have attended a wide range of additional training opportunities since the last inspection, keeping themselves updated in childcare. Many of the staff have worked in the nursery since it opened, providing stability and continuity of care for the children. New staff have integrated well, ensuring all teams work well together.

The provider is supernumerary each day, enabling her to oversee the staff team and act as emergency cover when required. She leads by example, providing a good role model for her staff. She has designated individuals throughout the setting primarily responsible for first aid, health and safety, behaviour management, child protection, equal opportunities, special needs and students to ensure all areas are covered thoroughly. She has high expectations of her staff team, reminding them they should meet the National Standards at all times.

The premises are well organised. Indoor and outdoor space is laid out to maximise play opportunities for children. The setting operates an excellent registration system. This ensures all staff, children and visitors are accounted for at all times and ensures children are safe and secure in an emergency. Staff check room registers between the morning and afternoon to ensure all leavers and new arrivals are included. Children are happy, comfortable and settled in a warm and caring environment where their individual needs are met. They spend their time purposefully and activities are planned to maximise play, learning and development opportunities.

Comprehensive policies and procedures are in place and have a positive impact on children's safety and well-being. All staff are fully conversant with the in-depth operational plan. Each room has its own copy of the policies and procedures and staff review these on a regular basis to ensure they adhere to them at all times. Staff maintain high quality records, which are suitably stored to maintain confidentiality. Parents see their child's records and an additional room is available for confidential discussions when required. These documents support the well-being, care and learning of the children attending.

The leadership and management is outstanding. The provider is committed to continuing to provide high standard care for the children attending. The child's care is paramount to her and the staff team. Staff support families well with the provider ensuring she is readily available to them when required. She supports the staff team well, encouraging them to attend relevant training opportunities whenever possible to help them keep abreast of childcare matters and changes. The provider and her team have a clear vision to continue to improve the care they give to the children. The group continue to develop their outdoor play space and have recently completed the addition of the vegetable garden for the children.



The setting meets the need of the range of children for whom it provides.

### **Improvements since the last inspection**

At the previous inspection a number of recommendations were raised with regard to: the routine and opportunities for exploring and investigating for children in the ocean room; the content of the statement for child protection, and the delivery of the Foundation Stage curriculum focussing on maths, communication language and literacy and personal social and emotional development.

The registered person and staff have ensured that staff have worked hard to complete the recommendations. Staff have reviewed the routine in the ocean room to ensure children have daily opportunities to explore and investigate. Children enjoy taking part in activities such as making dough that sparkles with glitter, putting the dolls to bed or imaginatively playing under the sea in a paddling pool. A full review has been made of the statement for child protection and now includes a procedure that staff would follow if allegations of abuse are made against them. This has had a very positive outcome for children's safety, well-being and care, learning and play.

Recommendations made with regard to the delivery of the Foundation Stage curriculum have been appropriately addressed. The registered person appointed a new manager to work closely with staff. She has re-vamped the delivery of the pre-school curriculum to ensure staff incorporate all six areas of learning into children's daily activities. She supports and guides staff to enable them to observe and evaluate progress to plan for children's next steps in their development and learning.

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

The quality and standards of the nursery education are outstanding.

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

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

No recommendations for improvement are made because the quality and standards of care are outstanding.

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

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)