



Little Treasures

Inspection report for early years provision

Unique Reference Number	119501
Inspection date	18 July 2005
Inspector	Amanda Jane Gray
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Registered person	Westcliff Elim Christian Centre
Type of inspection	Integrated
Type of care	Full day care, Sessional care, Out of School 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.

WHAT SORT OF SETTING IS IT?

Little Treasures Child Care Centre opened in 1991. It operates from converted church halls located in a residential area in central Westcliff, within walking distance of schools and shops. The nursery, pre-school and out of school centre serves the local community and surrounding areas.

There are currently 192 children from 0 to 8 years on roll. This includes 35 children who are eligible for nursery education funding. Children attend for a variety of

sessions. The setting currently supports a number of children who speak English as an additional language and who have special educational needs.

The nursery opens from 07:30 to 18:30, weekdays all year round.

There are 21 staff currently working with the children. At least 50% of staff have appropriate childcare qualifications. Some staff members are on training courses.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a good range of energetic physical activities and use indoor and outdoor equipment well. They are developing their self confidence in physical skills through the use of large toys and equipment. All children are learning to listen to their bodies and rest and be active according to their needs.

Children are protected from the risks of cross-infection by the sound and consistent implementation of good hygiene procedures, for example staff use gloves and aprons when changing nappies and disinfect the area thoroughly. The baby room carries a 'no outdoor shoe' policy ensuring that the area is clean for babies to crawl in. Older children are reminded of good hand washing routines and staff explain why washing is necessary so that children develop their understanding of why good hygiene is important.

Children have their nutritional needs met well as they enjoy a wide range of healthy meals and snacks that are very good quality. All meals are freshly prepared and cooked on the premises each day and the menu takes into account children's individual dietary needs. Children sit in social groups to eat meals that are interesting and appetising. Older children learn about healthy eating so they know what is good for them and why.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure and spacious environment. Risks are regularly reviewed and minimised within the well designed setting which has good safety and security precautions in place, such as an intercom system. Staff ensure children's safety in the garden area because they understand and comply with health and safety requirements. Safe practices are explained to children such as not running in the rooms. This helps children learn responsibility for keeping themselves safe. The setting is currently investigating appropriate covers for the radiators to keep children safe whilst they are in use.

Children feel a sense of belonging as staff attractively prepare the rooms, provide separate areas for different activities and produce colourful displays of children's art work throughout the nursery. Children play with a broad range of purposeful and

developmentally appropriate equipment. This is well organised at child level to encourage children to choose and make choices independently. Toys and equipment are kept clean and maintained in good condition.

Children can be protected if abuse or neglect is suspected because the nursery has effective procedures in place. There are appropriate systems to cascade information to the staff to ensure that they understand their responsibilities and help protect children. Staff have a clear understanding of child protection issues and have the confidence to follow through the correct procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, contented and well behaved. They enter the nursery happily, separating from parents with ease. Children who are a little unsure are well supported by staff and soon settle into the morning routine.

Children have access to a wide range of activities, which are attractively set out in each room for the differing ages of children. Children benefit from imaginative play, art and craft, physical and more structured activities, which are offered in all rooms and pitched at a level appropriate to the age and stage of development of all children attending. Children in the older room play well together sharing and taking turns. Some obvious friendships are developing with the children playing cooperatively and imaginatively in small groups.

Children are secure in their relationships with staff and younger children receive sensitive support and appropriate challenges because staff are making good use of the 'Birth to three matters' framework.

Nursery education

The quality of teaching is good. Staff have a clear and concise knowledge of the foundation stage curriculum and plan purposeful and interesting activities for children, who learn effectively through play. Staff evaluate the activities on a regular basis and use their evaluations to improve the provision for the children. As a result children are progressing well.

Children receiving nursery education funding are grouped appropriately and supported effectively because staff know the children well and are aware of their stage of development and future goals. Children are forming good relationships with each other and approach adults, including visitors, confidently. They behave well and are beginning to take responsibility for themselves, for example going to the toilet and washing their hands independently and tidying up after play. Children communicate well when starting a conversation and initiating role play. They sustain interest in self chosen activities and are engaged in more structured learning, with consistent adult support. They are learning about the natural world and explore this with interest, for example when learning about mini beasts. Children explore textures and colours when they do painting and ably talk about the colours they are using. They take part in maths games and learn to match and sort, through table top

activities. They count confidently, many children counting to ten and beyond. Children learn about space and measure through structured activities. However, there are limited opportunities for children to explore information and communication technology. Children put meaning to marks as they confidently use writing materials, explaining that they are drawing 'circles' and 'squiggles' and some children are writing their names using recognisable letters.

Helping children make a positive contribution

The provision is good.

Children are valued and learn about equality through their play. They are treated with equal concern and have access to a full range of activities, without stereotyping. Children with special needs are appropriately nurtured and cared for because the staff are skilled and knowledgeable and work closely with parents, to ensure that needs are met. Children with special needs are particularly well integrated because staff plan and adapt activities, both inside and outside, to ensure all children are included and can take part.

Children are confident, play well together and are extremely well behaved. They are kind and caring to one another and know right from wrong. They know what is expected from them because of staff's clear and consistent and sensitive approach, giving clear boundaries. Children's spiritual, moral, social and cultural development is fostered through this positive approach.

The partnership with parents and carers is very good. Children's learning is enhanced because staff work closely with parents, maintaining good home links and sharing appropriate information. Staff make good use of newsletters, an informative prospectus and open evenings and provide appropriate information on the activities and themes, in which the children are taking part,. As a result parents are involved in their children's learning and have an understanding of the foundation stage curriculum. Parents state they are happy with the provision, commenting that they find all the staff very approachable.

Organisation

The organisation is good.

Children's welfare and learning is effectively promoted because the organisation of the nursery is effective and staff have the appropriate skills, experience and qualifications to ensure the efficient running of the setting. There are sound induction procedures in place and staff are appropriately vetted.

All relevant documentation is in place and the provision has a comprehensive set of policies and procedures, which underpins the successful management of the setting and has a positive impact on the care the children receive.

The leadership and management of the nursery is good. Children's progress is monitored and evaluated effectively by the staff, who work well together and are clear

about their roles and responsibilities. Staff are committed to the nursery and promote an inclusive environment, in which every child matters. Therefore the needs of the range of children who attend are met.

Improvements since the last inspection

At the last inspection the nursery was asked to review the use of resources to maximise children's learning within the daily routine; particularly by allowing greater independence at mealtimes and by providing more opportunities for emergent writing within role play and calculation during purposeful planned activities. They were also asked to consider how the activities for the outdoor area could be planned imaginatively to enhance the children's learning experiences in all areas.

The nursery has made improvements in all areas. Children have continued opportunities to practise emergent writing through play and independence is encouraged at snack and mealtimes. Calculation is included within planning and staff help children develop this concept though out the day.

The garden is now included within the daily planning and staff are continuing to further develop children's learning through use of the outdoor area.

Complaints since the last inspection

On the 25th of October 2004 Ofsted received information which raised concerns in respect of National Standards 1 (suitable person) and 11 (behaviour management). Ofsted asked the provider to investigate and report back within 10 working days. Ofsted was satisfied that the provider had taken appropriate steps to address the concerns, and therefore took no further action in this matter.

On the 30th of September 2004 Ofsted received concerns raised under St 6, safety and St 7, Health following an accident on the premises. Ofsted asked the provider to conduct an internal investigation. Ofsted was satisfied that the provider had taken appropriate steps to address the concern, and the provider remains qualified for registration.

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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 that hazards to children are minimised at all times, this refers to the radiators in the church hall.

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):

- increase opportunities for children to experience and explore information and communication technology

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