

# Little Treasures

Inspection report for early years provision

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**Unique Reference Number** EY222544

**Inspection date** 23 May 2008

**Inspector** Sally Wride

**Setting Address** Broomhall Grange, Broomhall Norton, Worcester, WR5 2PD

**Telephone number** 01905356208

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**Registered person** Little Treasures Ltd

**Type of inspection** Nursery Education

## 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 NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Little Treasures opened in 2002. The nursery operates from a large detached building set in its own grounds, and is located in the Norton area of Worcester. There is an enclosed outside play area and children have opportunities to go on local walks and outings. The setting serves the local area and has links with local schools.

A maximum of 90 children may attend the nursery at any one time. There are currently 81 children from eight months to 4-years-old on roll. This includes 33 funded children. The setting also runs an out of school club. There are 23 children from four years to 8-years-old on roll. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities, and has procedures in place to support those who speak English as an additional language.

The group opens five days a week all year round, except for a week at Christmas and for bank holidays. Sessions are from 08:00 until 18:00.

There are 20 members of staff who work with the children. Over half of the staff have early years qualifications to National Vocational Qualification Level 2 or 3. There are four members of staff currently working towards a recognised early years or higher level qualification. The nursery also employs support staff, such as an administrator, chef and kitchen assistant. The setting receives support from the local authority and is regularly represented at local early

years' partnership and providers' forum meetings. The nursery is a member of the Pre-school Learning Alliance and of the National Day Nursery Association (NDNA). The nursery is currently completing a quality assurance scheme.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Nursery Education:

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the Foundation Stage curriculum and plan a wide range of topic related activities which appeal to children and cover all six areas of learning. Although activity plans are suitably detailed, they do not clearly show links between the activity and intended learning outcomes. Staff know the children very well, in addition to their capabilities. However, planning documents do not identify how activities can be adapted to meet individual children's learning needs. A flexible approach is applied to the daily routine. Children enjoy a good balance of both adult and child-led activities, which allows them to develop at their own pace. An effective observation and assessment system is in place which ensures that all children make progress through the stepping stones, towards the early learning goals. Staff are enthusiastic in their delivery of the curriculum. They offer clear instructions, interact well with the children, listen to them and question them appropriately. Children's interest is well sustained during group activities and a calm environment is created, with children given time and opportunity to complete tasks in an unhurried way. Consequently, children are motivated to learn and concentrate well at given tasks.

Children show a strong sense of belonging and develop good self-esteem. They enjoy looking at photographs of themselves and their friends and proudly show their completed artwork on display. Children are interested, keen to learn and actively and purposefully engaged in activities. They play cooperatively with their peers but are also content to concentrate on activities alone. They show concern for others and are able to wait their turn and share tasks, such as tidying up at the end of the session. Children are confident and happily engage in conversation with the staff, their peers and visitors to the setting. Children explore their local community as they go out on short walks nearby. They visit animals nearby and the local garden centre. They gain an understanding of the wider world as they participate in activities throughout the year. This helps them gain an appreciation of festivals and events from their own and other cultures, such as Diwali, Christmas, Easter and Chinese New Year.

The vast majority of children are able to write their own names. Others are able to form recognisable letters and are well supported by staff as they practise each day. They see their own names and other written text displayed in their learning environment, which helps them to understand that print carries meaning. Children relish group story times and listen very well to staff's enthusiastic delivery of the story. Staff are skilled at involving the children and asking them questions to encourage their thinking, for example, what they think might happen next. Children have free and easy access to books at all times and sometimes choose to sit quietly with a book. They make links between letters and sounds and benefit from the use of a phonic learning system. As a result, children are able to identify words that start with initial letters, for example, one child explained 't is for ten and teddy'.

Children's mathematical understanding is well developed. Staff are particularly skilled at threading counting and mathematical thinking into many activities, for example, counting the number of children present and problem solving how many more instruments are required. Many children are able to count to 10 or above and they confidently use mathematical and positional language in their play, for example, they comment on the height of the towers that they have constructed and whether they have passed toys to the left or right. Many children recognise shapes, such as moon, circle, triangle and square and some recognise numerals that they see displayed in their learning environment. They use pegs and boards to create patterns, using a range of different colours. They develop an understanding of time as staff help them to understand the numbers on the clock and what they mean. Children make graphs to enable them to make comparisons between the most and least common coloured eyes within the setting and develop an understanding of volume and capacity as they pour sand and water from one container to another.

Children demonstrate good mouse skills as they play age-appropriate games on the computer. These often link to other areas of learning, such as shape, colour and number recognition. They learn about the world in which they live as they learn to count in the English, German and French languages. They participate in many construction activities and work together well as they create long train tracks. Children develop an understanding of growth as they plant seeds and bulbs in their garden, tend to them and watch them grow.

Children enthusiastically engage in singing and music sessions. They confidently suggest which song they would like to sing and enjoy exploring the different sounds that they can make using a range of instruments. Staff encourage children to use their listening skills to listen and then describe the sounds that they can hear, for example, they associate sounds to animal noises. Children enjoy art and craft activities, such as drawing, cutting and sticking. They work as a group on larger-scale art activities, such as painting a junk model castle. Children use their imaginations very well as they explore the role play area. They enjoy using a good range of resources, including those for role play shopping, dressing up, babies and dolls.

Children go outdoors in all weathers at least twice a day. They access a fully enclosed outdoor play area and go for walks around the garden and off the premises for walks to nearby garden centres, to the cricket pavilion and to see pigs at the nearby farm. In the garden, they play games of volleyball and aim to throw balls through hoops. During play with their peers and staff, children practise their throwing, catching and kicking skills with a range of different sized balls. They pedal bikes and trikes and successfully avoid their peers, practise their skipping skills, climb on a large climbing frame and explore the outdoor sand pit. Children use their imaginations well as they follow staff-led at moving like different creatures, for example, crabs. They walk sideways and use their fingers to create pincher movements. In the outdoor play area children use colourful ribbons to explore the effects of the wind to see what happens when they run or walk slowly. They have great fun running around with staff as they dance about and see their ribbons flying through the air. Children have opportunities to use tools, such as scissors. They develop their small muscle skills as they use the scissors to cut out objects that they then use to create pictures. Overall, children make good progress in all six areas of learning.

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

The provision is good.

Children have access to a range of resources that reflect positive images of diversity. They engage in a range of activities throughout the year that help them to develop an appreciation

of the wider world and a range of different festivals and events from their own and other cultures and religions. The setting has procedures in place to support children with learning difficulties and/or disabilities and who speak English as an additional language. Staff make good use of advice and support that is available to them via external agencies and health professionals. As a result, all children are supported to achieve their full potential. Children behave very well and benefit from staff who openly recognise their efforts and achievements and talk through any issues that arise. This ensures that children develop an understanding of right from wrong. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. The good partnership between staff and children's parents has a positive impact on children's learning. Parents receive some information about the Foundation Stage curriculum and six areas of learning. This is, however, quite limited. Parents and staff enjoy conversation at the start and end of each day which ensures effective two way flows of communication. Parents are encouraged to become involved in their children's learning. Staff talk openly to parents about children's learning needs and progress that they have made, making suggestions as to how they can support their children's learning from home. In addition, children are able to borrow their favourite books to read and share with their parents at home. Observation and assessment records are available for parents to view at any time and are more formally shared at parents evenings held throughout the year. Parents are able to view planning documents, which are openly displayed for their attention. They receive regular newsletters which ensure that they are well informed of planned activities and events.

## **Organisation**

The organisation is good.

The leadership and management is good. The owners of the nursery are dedicated and enthusiastic about providing good quality services to children and their families. They work collaboratively with the nursery manager, deputy and staff team to plan, develop and provide a broad and balanced Foundation Stage curriculum for children in receipt of nursery education funding. There is a clear vision for the programme of nursery education, which focuses on the personal development and achievement of all children. The manager is well qualified, experienced and passionate about her work. She demonstrates commitment to celebrating the successes of the provision and continually strives for improvement. A self-evaluation development plan with clear aims for the future is in place. All staff are actively involved in decision making processes and this is achieved through staff meetings and appraisals. In addition, parents views are openly sought and respected. Children benefit from the stable, well-motivated and experienced staff team, who are effectively inducted and receive ongoing supervision and annual appraisals. They work as an effective team and are very good role models to the children and each other. There is a strong commitment to training and all staff are encouraged to take part in regular sessions to update or improve their knowledge or to gain recognised or higher level childcare qualifications. 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 provider agreed to develop assessment and planning systems for younger three-year-olds. Since then, more formal observation and assessment systems have been implemented, in addition to planning, which details activities for younger children in receipt of nursery education funding. Although staff know children's learning needs very well, planning documents do not detail how activities can be adapted to meet their differing needs. In addition, planned activities do not clearly link to the intended learning outcomes. As a result,

this remains an area for further improvement. The provider agreed to review the organisation, layout and management of free play activities. Since then, the whole room has been reorganised. Children are able to access all areas within their base rooms at any time, making decisions about what they would like to play and how they spend their time. As a result, their interest is sustained and extended. The provider agreed to ensure parents of funded children have access at an early stage to information about the six areas of learning and the Foundation Stage curriculum. Parents now receive written information before their children start their nursery education, but this is, however, quite limited and remains an area for further development.

### **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 NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the nursery education are good.

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

#### **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):

- ensure that activity plans clearly show links between the activity and intended learning outcome and develop short term plans to incorporate differentiation for individual children's learning needs
- continue to develop the amount of information available to parents about the Foundation Stage curriculum and six areas of learning.

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)