

# Little Treasures

Inspection report for early years provision

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<b>Unique reference number</b>	EY222544
<b>Inspection date</b>	06/01/2009
<b>Inspector</b>	Elenora Griffin

<b>Setting address</b>	Broomhall Grange, Broomhall Norton, Worcester, WR5 2PD
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<b>Telephone number</b>	01905356208
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<b>Email</b>	
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<b>Type of setting</b>	Childcare on non-domestic premises
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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Little Treasures opened in 2002 and operates from a detached two story converted house in the Norton area of Worcester. Children from birth to two are cared for on the ground floor, children from two and over are cared for on the first floor, with children attending out of school being cared for in the basement. There are two steps up to the main entrance of the nursery. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children have access to an enclosed outdoor play area.

The nursery is registered to care for a maximum of 90 children under eight years old at any one time. Older children may also attend. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 78 children in the early years age group on roll and 22 older children on roll. The nursery provides funded nursery education places, and provides care for school aged children before and after school, and during school holidays.

There are 17 members of staff who work directly with the children. Of these, 10 hold appropriate early years qualifications and two are working towards a qualification. The nursery also employs support staff, such as an administrator, chef and kitchen assistant.

The nursery is a member of the Pre-school Learning Alliance and of the National Day Nursery Association.

## Overall effectiveness of the early years provision

Children are happy and settled in the friendly and welcoming environment of the nursery. They enjoy having their individual needs appropriately met by staff who form positive relationships with the children and their families. Children make sound progress in their learning and development supported through a key person system and a generally effective planning system. Staff ensure that the children who attend are included and participate fully in the activities available. The identification of some key areas for development ensures that the provision is gradually improved upon.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that all staff are aware of their own and others designated roles and responsibilities, with particular reference to the roles of the designated leads for safeguarding children and behaviour management issues
- develop the equal opportunities policy to include information about how the nursery will promote and value diversity and differences, and make arrangements for reviewing, monitoring and evaluating the effectiveness of

inclusive practices

- continue to develop self-evaluation systems to ensure that all areas of practice are considered when identifying priorities for development
- extend the range and variety of resources that are readily accessible at all times to children in order to provide greater opportunities for child-initiated and freely-chosen play and exploration.

## **The leadership and management of the early years provision**

Children benefit from continuity of care because staff form positive working relationships with parents and carers. Flexible settling-in procedures ensures that children are well supported as they make the transition from home to setting, and also between different rooms within the setting. Each child benefits from having a key person who gets to know their individual needs and routines, and who ensures that information is shared appropriately with other staff working with the child. Continuity in young children's care routines are supported through daily diaries that are shared with parents. Displays, newsletters, family events and parent evenings keep parents informed about activities, events and children's general progress.

Management and staff are keen to improve the provision for children. The outside area has been gradually extended and developed to provide greater support for children's learning and development. Managers have started to evaluate practice and have identified some key areas for development. As a result, staff are working hard to develop new observation, assessment and planning systems in order to provide more effective support for children's individual needs. However, the impact of self-evaluation is limited because not all areas of practice have been considered. Consequently, opportunities to promote and value diversity and differences through everyday activities are not maximised, and there are no arrangements in place for reviewing, monitoring and evaluating the effectiveness of inclusive practices.

Children are cared for in a safe and secure environment and are generally well safeguarded from harm and neglect. Over half of staff have completed child protection training and there are appropriate child protection policies and procedures in place. However, not all staff are clear about who is the designated lead for safeguarding children in the setting. On the whole, there is some uncertainty about which staff members take on lead roles. This impacts on the development of these roles and limits the extent to which they promote outcomes for children.

## **The quality and standards of the early years provision**

Children make steady progress in their learning and development, appropriately supported by caring adults. Staff pride themselves on forming positive relationships, not only with their key children, but with all of the children in the setting. Staff get to know children well and are beginning to develop new observation, assessments and planning systems in order to improve support for

children's individual needs. Staff develop a sound understanding of each child's stage of development and plan many interesting and stimulating activities and experiences for children. Consequently, children enjoy exploring sensory boxes, treasure baskets, paints and visiting the local garden centre.

Over time children are able to gain the benefits of exploring the many activities, resources and experiences provided. However, the potential benefits of these are not fully maximised because opportunities for child-led and initiated exploration and repetition are limited. For example, generally no more than two or three types of resources are readily accessible to young children at any one time and these are changed frequently. When accessible, children greatly enjoy exploring the resources that are set out for them by staff. Young children enjoy opportunities to play with cars, explore natural, everyday objects in treasure baskets, look at books and discover the sounds made by a rainmaker. Older children enjoy a little more variety in the resources that are readily accessible. They access role play resources, small world toys, books, puzzles, Lego, sand and art and craft activities.

Children are confident as they explore and inquisitive when they meet new people and see new things. Older children are articulate and eagerly offer ideas and suggestions when involved in discussions. For example, children have clear ideas about which is colder, snow or the ice-cream they are eating, with some children deciding that they are about the same. Staff encourage older children to make choices as they offer a selection of activities to choose from and provide activities to build upon children's previous experiences. For example, staff encourage children to think about the way they walked and moved about in the snow and include these movements in an adapted version of, 'Here we go round the Mulberry bush'. Consequently, children are well supported to make connections between different activities and experiences.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.