

Little Treasures Nursery

Inspection report for early years provision

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Inspection date 12/01/2010
Inspector Claire Jean Douglas

Setting address The Haven, 222 Livingston Road, Thornton Heath, Surrey,
CR7 8JW

Telephone number 0208 916 1254

Email

Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 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.

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Description of the setting

Little Treasures Nursery opened in 2005 and operates from four rooms in a single storey detached house situated in Thornton Heath, Croydon. The setting is registered on the Early Years Register and both parts of the Childcare Register to care for 20 children under eight, of which eight may be under two years. There are currently 26 children on roll, 21 of whom are in the early years age group. The setting is open each weekday from 08:00 to 18:00 for 50 weeks of the year. The setting provides a breakfast and after school club facility within the registered numbers. All children share access to a secure enclosed outdoor play area.

The nursery employs seven staff, of whom four, including the manager hold appropriate early years qualifications and one member of staff is working towards a qualification. Access to the setting is via steps to the front door, however, there is a side access for those with mobility difficulties. The setting receives support from the local authority through an early years advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting promotes all aspects of children's welfare and development effectively. Staff create a welcoming, inclusive environment where children are safe and secure. The setting works effectively with parents to ensure the individual needs of all the children are met. Self-evaluation and continuous improvement plans ensure that priorities for development are identified and acted upon, resulting in a setting that responds to all user needs.

What steps need to be taken to improve provision further?

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

- continue to develop the system used for observing and assessing children's learning, ensuring that the learning priorities identified are clearly linked to the activity planning
- further develop the system used for self-evaluation, taking into account the views of children, parents/carers and other interested partners to enable effective identification of strengths and weaknesses and devise actions which lead to further improvement.

The effectiveness of leadership and management of the early years provision

Children are kept safe and protected as the staff team are appropriately vetted and have relevant qualifications and experience, which safeguards children's welfare. Staff have a good understanding of their responsibilities in relation to child protection and are familiar with the procedures to follow if they have concerns

about a child. All of the required documentation that supports children's health, safety and well-being is in place. Priority to safeguarding is given as staff are effectively deployed to ensure that children are well supervised, ensuring they are safe at all times. The setting runs smoothly as staff work well together as a team, sharing tasks and responsibilities. A stimulating learning environment is provided for the children with well organised resources and appropriate adult support.

Priorities for future improvement are effectively identified through various processes, such as self-evaluation forms, feedback from staff and work with the local authority early years advisor. Actions taken are well targeted to improve outcomes for children, such as the introduction of an observation tracking sheet; this highlights if there are any gaps in the areas the observations are carried out, which means all learning areas are covered fully. Parent and child questionnaires have also been used, however, the questioning methods require further amending to seek out parental views and opinions rather than a 'yes ' or 'no' answer. Staff have a good knowledge of each child's backgrounds and needs. Effective strategies to ensure all groups of children achieve well and appropriate support is provided where required, so that equality and diversity is promoted. Good relationships are fostered with the parents and carers and staff ensure they are kept well informed of all aspects of their own child's achievements, well-being and development as well as forthcoming activities and events. Staff gain information about each child prior to them starting, for example, an initial experiences form is completed for each child which informs the setting of the child's likes, dislikes and developmental needs. Staff then complete an 'all about me' form once the child has settled, which is used to support the planning and ensure activities and experiences offered are suitable to the child's needs. Parents spoken to were very happy with the service provided and all stated that the staff were friendly and approachable.

The quality and standards of the early years provision and outcomes for children

Children feel safe and secure within the setting because they have close warm relationships with the staff who put great effort into ensuring they feel reassured and comfortable, encouraging them to be kind and considerate towards each other. The consistent and familiar routines, such as circle time after breakfast and story time before lunch, help the children develop a sense of time and security enabling their understanding of what is coming next. This sense of security enables the children to develop their skills by safely exploring their surroundings with curiosity and interest and confidently making their needs known. Children demonstrate a clear understanding of how to keep themselves safe. They help pick up the toys because they know that otherwise someone might fall over them, and talk about being careful as they walk down the snowy steps from the garden. They take part in regular fire practices that ensure they know what to do in an emergency. Children adopt good simple hygiene routines when they wash their hands before their snack or after a messy activity using the liquid soap and paper towels that help protect them from the risk of cross-infection. They make healthy choices as they help themselves to a selection of fruit at snack time. Children enjoy playing outside every day as part of a healthy lifestyle, running around in the fresh air, practising their physical skills or learning new ones as they attempt to roll the

snow into a large snowball.

Children's relationships with staff and other children are good. They work well both independently and in cooperation with their friends. Behaviour is good and children show an awareness of responsibility within the setting. Children select resources and play materials and put them away when they have finished independently. They take part in a wide variety of indoor and outdoor experiences that support their development across all areas of learning, and they are interested and motivated to learn. Staff make regular observations of children's achievements and identify some next steps for their learning, although currently the links between individual targets for children and activity planning for the group are not always clear.

Children are confident and keen to communicate. They use language well to start conversations and express their ideas. Stories are listened to attentively and they enjoy reading books on their own. Older children begin to recognise the sounds that letters make and start to use their phonic knowledge to write and read simple words and recognise their own names. Children are encouraged to use their independence and problem solving skills regularly as they work out how to thread their scarves through the arms on their coats and finally master getting all their fingers into the correct holes when putting on gloves to go in the garden. They explore the natural world when they investigate the melting snow or as they plant seeds, such as sunflowers and sweet peas, caring for them and watching them grow. Staff make the most of diversity to help children understand the world they live in, for example, children dressed in multicultural dress up clothes for a special tea party as they celebrated Black History Month and invited parents along to share stories and cooking. Children use their imaginations as they play together, pretending to go to a local restaurant for dinner and ordering their favourite dish. They enjoy adult-led craft activities, such as making salt dough gingerbread people, as well as helping themselves to tools and materials from the well equipped and well organised creative table to draw, cut, stick and create according to their own ideas. Children benefit from a well-balanced daily routine and are occupied and stimulated throughout the session. They thoroughly enjoy their time at the setting.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met