

Little Treasures Nurseries Ltd

Inspection report for early years provision

Unique reference number EY401199
Inspection date 06/07/2010
Inspector Sandra Hornsby

Setting address The Lighthouse, 12 Haverfield Road, SPALDING,
Lincolnshire, PE11 2XP
Telephone number 07983950797
Email miranda.beba@dentempayment.co.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Little Treasures Nursery opened in January 2010 it is privately owned and operates from the former Lighthouse Centre in Spalding. There are baby rooms on the first floor and a pre-school/toddler room on the ground floor. Children's and disabled toilet facilities are on the ground floor. Children have access to an enclosed outside play area. The nursery is open each weekday from 07.00am to 6.00pm for 51 weeks of the year.

Little Treasures is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 60 children may attend the nursery at any one time, with no more than 18 children under two years. There are currently 57 children aged from birth to under five on roll, some in part-time places. The nursery have a number of children who speak English as an additional language and can offer support to children with special educational needs and/or disabilities.

There are 10 members of staff including the manager. The proprietor also works at the setting. The manager has a suitable childcare qualification and more than half of the staff are qualified to at least Level 2. Four other staff are working towards qualifications in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make satisfactory progress towards the early learning goals. Staff use basic information about children's needs and individuality to support and plan for their future welfare and learning needs. Children are safe and secure and enjoy being with their peers in the colourful and well maintained environment. Partnerships with parents are positive and there are some links that help involve parents in providing for children's care needs. Systems are being developed to work with other agencies and professionals. The manager has an understanding of the settings strengths and is taking steps to improve the areas in most need of development.

What steps need to be taken to improve provision further?

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

- develop further the use of children's assessment records so that they can be used effectively to inform planning, identify next steps in children's learning and build on what they already know. Ensure that parents have regular opportunities to contribute
- make more effective use of activities, resources and space; both indoors and outdoors so that children are challenged in all areas of learning and they have access to good quality learning experiences
- ensure babies have daily opportunities to be outdoors and be able to use

- their physical skills and benefit from physical activity, fresh air and exercise
- value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning
- promote equality of opportunity by providing positive images and activities to challenge children's thinking and help them develop respect for equality and for differences in culture, disability, ethnicity, gender, learning difficulties and religion.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a sound understanding of safeguarding children procedures and are clear about their duties and responsibilities. They have a visitors book to record those on the premises and any staff working with children have suitable background checks. Staff are suitably recruited and have skills required to carry out their role. Some staff are more experienced than others and the manager, through her self-evaluation and monitoring systems, identify training needs and support to develop the staff team. They have regular meetings, appraisals, inductions and probationary periods and an action plan is set for each staff member. This means they receive the right support and training opportunities for their professional development to improve the outcomes for children. Risk assessments are in place which identify and eliminate any hazards. These are reviewed by the manager who identifies any patterns and takes steps to ensure children remain safe and premises are secure and hygienic at all times.

The leaders and managers are highly motivated and enthusiastic to seek further improvements and recognise where the strengths are in their setting and they are able to identify some areas for development. The staff team are involved with monitoring and analysing the provision, through the self-evaluation form and although its rigour may be uneven the actions identified are suitable and aimed at improving the outcomes for children.

Resources are of good quality and well maintained and they are organised adequately to support children's learning. Play opportunities and routines are basic and planning does not always sufficiently challenge the more able children. Children therefore make some progress, but good progress is hindered. Staff are deployed adequately and experienced staff support the less experienced staff in their daily practise. The provider is taking steps to ensure her provision is sustainable.

The setting is building up links with other agencies and professionals supporting children using their service. Staff understand the importance of developing systems, through their Special Educational Needs Co-ordinator (SENCO), to make sure communication and information is shared regularly to promote children's welfare, care and learning. Partnerships and engagement with parents and carers is positive. There is a regular exchange of information offered through diaries, verbal feedback and children's profiles. But, parents do not have opportunities to be an active part of their children's learning and do not systematically contribute to children's profiles. They are given policies and procedures to read and a

registration pack to complete providing them with adequate information about the setting which they can keep. Their views are sought through questionnaires. The setting keeps parents up-to-date about the main events that are taking place.

Staff have a general understanding about children in their care and have systems in place and designated SENCO to ensure children with any additional need is identified quickly and supported at the earliest opportunity. Parents are supported and helped throughout this process to ensure children receive the best care and support they need. They adequately make the most of diversity to help children understand about society. However, there is a lack of positive images, activities and resources to challenge children's thinking and help them develop respect for equality and to appreciate differences in the wider world.

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

A sound range of activities are provided for children and this enables them to make satisfactory progress across the areas of learning and development. Staff demonstrate various levels of knowledge and understanding of the Early Years Foundation Stage, but generally use a reasonable range of teaching methods to support children's learning. Children are content, settled and willingly take part in activities and, although staff plan child-led and adult-led activities, they do not always offer and support the older or more able children effectively in these activities to extend their learning and challenge their abilities.

Staff do, however, engage with children and children enjoy their play. Children are developing relationships with their peers and key staff who provide practical and emotional support throughout the day. Babies particularly enjoy the comfort of a close and cuddly relationship, with eye contact, smiles and lots of sound and sensory equipment readily available and accessible to all young children to explore. Babies enjoy clinking chains and crawling away from their key person in a game of catch while smiling and enjoying the attention. Children develop warm and secure relationships which helps them feel safe, included and valued. Children's photographs and art work is displayed and they receive praise and encouragement. Children are developing their independence as they mostly attend to their personal needs, select resources, and choose when to have snacks.

Children develop appropriate skills for their future learning as they count, seeing the number line and matching equipment and using numbers in their singing. They recognise their names and learn how to use a computer. children sign songs and use sign language to help them understand communication in its various forms. Children who speak English as an additional language, however, do not have enough opportunity to celebrate their home language and use it in their play. learning opportunities, resources and equipment supporting children's wider knowledge and understanding of diversity disability and cultural differences are also limited. This hinders children's appreciation of the wider world. Children enjoy the outside play, using the wooden ships, sand and tools. Staff help children prepare for their bug hunting, encouraging them to collect the equipment from the room. After which staff showed them how to use the equipment and explore the

bugs with the tools. They confidently used note pads and magnifying glasses and recorded what they saw in a notebook. Children solve problems during their den building as they decide which stand goes in which hole, otherwise it falls down. However, outside play opportunities are limited for babies as they have less free access to the outside space. This means babies are limited in their access to fresh air, exercise and outdoor play experiences.

Staff carry out observations of the children as they play and these are added to children's individual assessments. However, they are not effectively and consistently used to inform quality planning and identify next steps in children's learning. Planning is basic and although based around the staff's knowledge of children, does not always suitably challenge children and support their learning enough to develop to their full potential.

Children are cared for in a clean and healthy environment; there are hygiene routines followed by the staff and children to help prevent cross-infection. Some children enjoy opportunities to play outdoors which ensures they benefit from exercise and fresh air. Children are learning about the importance of a varied and nutritious diet; they are provided with a range of healthy snacks and meals that they enjoyed immensely. They are well presented from fresh ingredients and freshly cooked for the children daily. Thorough risk assessments are carried out on a regular basis to ensure children's safety and children participate in fire drills and are learning about keeping themselves safe. All necessary information is available to staff to ensure children's dietary and medical requirements are met at all times. Care plans and additional training to support staff administering special or specific medical procedures is in place which means children are getting their most important care needs met.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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

Annex B: the Childcare Register

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

Met