

Little Treasures Ltd

Inspection report for early years provision

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Inspector

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Type of setting

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 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 Day Nursery opened in 2002 and is situated in self-contained accommodation in Penkridge in South Staffordshire. Children are based in five rooms depending on their age, babies, toddlers, pre-school and out of school. A maximum of 75 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6.00pm for 51 weeks of the year. All children share access to an enclosed outdoor play area.

There are currently 148 children aged from birth to under eight years on roll. The setting is registered on The Early Years Register and also the compulsory and voluntary parts of the Childcare Register. The nursery has no children currently attending with special educational needs and/or disabilities or who speak English as an additional language. However, there are appropriate systems in place to support these children.

The nursery employs 23 staff. All of the staff, including the managers hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children settle extremely well within the lively, enthusiastic setting. They make excellent progress in their learning and development as all staff have a very secure understanding of how to plan rich and varied play experiences that provide them with plenty of opportunities to take their next steps in learning. Staff work very closely with parents to ensure that children's individual welfare needs are met. Self-evaluation is being used to identify further improvements across all areas of the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- reviewing the organisation of some large group activities to ensure that good health and hygiene practices are consistently promoted.

The effectiveness of leadership and management of the early years provision

All staff within the setting are fully aware of the steps to be taken to safeguard children at all levels, and attend regular training to keep their knowledge up to date. Comprehensive policies and procedures are implemented consistently and robustly to ensure that any concerns over a child are dealt with effectively. Children are further safeguarded by extensive recruitment and vetting procedures

undertaken by all new staff. Children's well being is enhanced by exceptional organisation in well-written risk assessments and planning for continuous improvement with use of the self-evaluation. Staff and management make exceptional good use of resources and children clearly thrive and benefit from the setting they are in. However, the organisation of creative, messy activities for younger children do not always fully allow them to make significant gains in their learning.

The setting is highly committed to working in partnership with others and takes a lead role in establishing working relationships. There are well-established channels of communications between all agencies involved with individual children to successfully promote their learning, development and welfare. Partnership with parents and carers is exemplary in significant respects. Parents are heavily involved in decision making on matters affecting the setting through well-established and highly inclusive procedures. They are kept very well informed about all aspects of their child's achievement, well-being and development. This happens in many different formats from newsletters and daily diary sheets to e-mails to ensure that there are consistent and productive partnerships with parents, resulting in strong levels of engagement with the settings work.

The setting actively promotes equality and diversity and tackles discrimination. Staff are highly effective in ensuring that children are well integrated and the development of children's learning from their starting point is well documented. They are highly successful in taking steps to identify gaps in children's achievements and differentiate between children's learning in their planning for activities. Consequently, the outcomes for children's learning is positive.

Management are exceptionally successful in inspiring the staff and team to work towards and sustain their outstanding targets. Morale is very high and belief in the setting's success runs through all levels at the setting.

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

The welcoming and highly stimulating environment of the setting fully reflects the children's individuality and the wider community. The very effective organisation of the educational programme covers imaginative experiences that meet the needs of all children exceedingly well. Assessment and evaluation through high quality observations is rigorous and the information gained is used very effectively to guide the planning. Children fully enjoy their time at the setting as reflected in their willingness and desire to participate and their opportunity to make appropriate choices and decisions on activities.

All children, including babies show an extremely strong sense of security and belonging within the setting, even babies who have only started that week, due to extensive information gained from the parents prior to the child starting, on their individual routines. Older children display extreme high levels of confidence and self-esteem as they burst into an Abba melody which is joined in with staff when they were singing to the dolls to put them to sleep.

Children have the opportunity to make appropriate choices and decisions, at circle time they choose the object out of the box which represents the song they want to sing. For example, the small plastic soldier was the grand old duke of York. The staff follow children's individual interests when planning activities as well as using a broad framework of planned activities to introduce new ideas to their play and learning. They interact very well with the children and give them space to develop their own ideas through their play. For example, children excitedly decide on making owls and bats with clay.

All children show an exceptional understanding of the importance of following good routines for healthy lifestyles. They show an excellent understanding of healthy eating and have the opportunity to enjoy healthy snacks during the day.

Children make outstanding progress towards the early learning goals because all staff have a secure understanding of how young children develop. They provide them with rich and varied play opportunities to support them extremely well as they take their next steps in learning. Observations and assessments track their progress to ensure that staff are fully aware of their learning priorities. The activities also help children to develop very good skills for the future.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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