



Little Treasures Nursery & Playgroup Ltd

Inspection report for early years provision

Unique Reference Number	EY304232
Inspection date	23 November 2005
Inspector	Stephen Andrew Blake
Setting Address	Morland School, Morland, Penrith, Cumbria, CA10 3AT
Telephone number	01931 714 668
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Registered person	Little Treasures Nursery & Playgroup Ltd
Type of inspection	Integrated
Type of care	Sessional care

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Little Treasures Nursery and Playgroup Ltd are located within a purpose built portacabin in the grounds of Morland C of E Primary School in the village of Morland, approximately six miles south of Penrith. The provision was established on its present site in February 2005 and serves children from the immediate and extended rural areas.

Little Treasures Nursery and Playgroup Ltd are registered to provide sessional day

care to a maximum of 14 children aged from 2 years to under 5 years each weekday during school term times.

Children have access to the main playroom, toilets and a secure outdoor play area.

There are 10 children on roll and all of these are in receipt of grant funded Nursery Education. There are no children with special needs and there are no children for whom English is an additional language.

Little Treasures Nursery and Playgroup Ltd are managed by a committee and employ two staff. Both staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff implement written procedures effectively, for example, when preparing tables for snacks, encouraging children to wash their hands and in providing a very clean and well maintained environment. Staff model good health and hygiene practices. Children competently carry out their own good health and hygiene practices, for example when washing their hands unprompted, using handkerchiefs and putting their hands over their mouths when coughing, this helps them to stay healthy.

Children enjoy a very good range of age appropriate and well planned indoor and outdoor activities to promote their good health, for example, when using the outdoor play area. They enjoy dance and imaginary movement, and delight in opportunities that challenge their fine motor skills, for example when building tall towers with wooden cylinders. This helps them to stay healthy.

Children's individual health needs are effectively monitored by staff and snacks are planned according to children's dietary requirements. Although some snacks are planned in accordance with special occasions or cultural celebrations, snacks in general are insufficiently varied. Children have a very good understanding of their bodily needs and help themselves to drinks when they are thirsty. They understand the importance of healthy eating because staff explain the importance of healthy eating to them and provide children with fruit daily as they leave the nursery.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in a spacious environment where staff are vigilant and consider children's safety as an utmost priority. Children stay safe because risks are effectively identified and minimised, for example, through regular and very well documented risk assessments. Staff effectively organise the available space to provide opportunities for children to participate in a range of planned activities. This includes planned opportunities for children to rest in areas away from those who wish

to be active. Through careful selection of resources, effective planning and confident leadership, staff have achieved a balance between freedom and setting safe limits. This means that children can choose from a range of appropriate activities and experiment with their learning whilst moving around safely, freely and independently. This helps children to stay safe.

Staff provide a very good range of good quality toys and equipment which meets safety standards. They carefully monitor children's choice of these resources to ensure they are appropriate to their age and stage of development.

Children stay safe because staff have established very effective written policies and procedures and implement these sensitively, for example, in behaviour management and through very good adult-child supervision ratios. Staff hold valid first aid certificates and there are robust systems to ensure that the medical needs of all children are identified and met. Staff also have a robust understanding of the Area Child Protection Committee procedures and this helps to ensure that children stay safe.

Children have an excellent relationship with the adults caring for them. They approach staff confidently for comfort and support when needed and this is given freely. Children are confident in their relationship with staff and this enables them to experiment in their learning and try new experiences with confidence and security. Staff respond very warmly, offering reassurance, praise and encouragement. This helps children to feel secure and enables them to stay safe.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children enjoy their time in nursery. They settle quickly on arrival in the warm and welcoming environment. Children achieve well because staff are highly skilled and have a robust knowledge and understanding of the Curriculum guidance for the foundation stage to provide high quality care and education. Children relate very well to each other, have established excellent relationships and socialise through a very good range of accessible resources and play opportunities. This helps them to enjoy and achieve.

All children are happy and eager to participate. Those who are new are helped by staff and children to settle quickly. Children enjoy and achieve because staff are very imaginative in their thinking and produce an excellent range of activities enjoyed by all children to challenge and stimulate their learning, for example, when using visiting adults to lead the weekly French club or provide regular lessons in German. Staff consider children's individual abilities carefully and monitor the impact of planned activities to ensure that all children enjoy and achieve.

Children are engrossed in many varied activities and use their imagination effectively as they play together, for example, when 'baking' with the play dough and playing their musical instruments. Close and caring relationships increase children's sense of trust and help them develop a strong sense of self. Early communication skills are extremely well supported through high quality adult- child interactions in which staff

patiently ensure that all children are fully involved in discussions and value their contributions with praise and encouragement.

Nursery Education

The quality of teaching and learning is outstanding. Children are captivated and often inspired by an extensive range of stimulating, relevant activities related to their needs. They access an extensive range of well chosen resources which support their learning across all areas of learning. All children are eager to learn, self assured in their play and confident to try new experiences. They listen intently to stories and can recount favourites such as 'The three bears' and demonstrate their understanding as they independently extend their learning through child initiated role play. All children use marks readily to represent their ideas and older children are adept at writing their own names. Staff have a very good understanding of special educational needs and 'inclusive' practice. Children are extremely imaginative. They make sense of the world around them and create exciting, individual art work, for example, when experimenting with hand prints. They are inquisitive: fascinated by how the porridge is made and how different ingredients vary the taste.

Children work very well together. They freely ask each other for help and guidance, for example when lifting heavy items, clearing away or completing puzzles. Children gain confidence in using numbers in their play and respond enthusiastically to challenges to extend their mathematical vocabulary and skills in planned activities and daily routines. Their physical skills develop and improve through a wide variety of experiences, including dance.

Right from the start, staff find out about children's skills, interests and needs and build on this information effectively to help children achieve as much as they can. They have an excellent relationship with all children. A flexible approach to planning and an excellent balance between adult and child-led activities allows children to learn at their own pace. Staff have achieved a very good balance between supporting children and facilitating independence. They are perceptive to children's interests during self initiated play. They are experienced and secure in their understanding of the Curriculum guidance for the foundation stage. This means that they facilitate children's learning effectively and do not intervene when children safely experiment with new ideas for themselves. As a result, children learn for themselves very quickly and this develops their self esteem and confidence to experiment with new ideas again. Staff use questions very successfully to challenge children's thinking and language skills. They use highly effective systems to observe, monitor and record children's achievements and to plan experiences that help children take the next step in their learning.

Helping children make a positive contribution

The provision is outstanding.

All children enjoy attending and play a full part in nursery because staff value and respect their individuality and this helps them to make a positive contribution. Children's behaviour is exemplary. They are considerate and helpful towards each other and work extremely well to problem solve without adult intervention, for

example, one child asks another for assistance to put a heavy box away and help is provided willingly. Staff implement age appropriate and sensitive behaviour management strategies. Children have a good understanding of right and wrong as staff offer gentle reminders to care for each other and ask children to help them in their task.

Children have extensive opportunities to learn about themselves, each other and the world around them through planned activities, visitors to the nursery and outings to local places of interest. Staff provide children with an excellent range of planned activities that promote a positive view of the wider world, for example, by celebrating cultural events such as the Chinese New Year, Diwali and Christmas, by making foods from around the world for example, the French breakfast and learning new languages. This develops children's awareness of diversity and understanding of others. This positive approach fosters children's spiritual, moral, social and cultural development very well. Staff have a good understanding of special needs and a very good understanding of equal opportunities and this also helps children to make a positive contribution.

The partnership with parents is outstanding. Staff undertake a home visit to each child before admission and this helps to foster a very positive partnership with parents at an early stage. Parents find staff approachable, able to maintain confidentiality and are confident in the ability of staff to meet the individual needs of their child because staff ensure that they understand and adhere to parents wishes. Staff communicate effectively with parents and provide them with an excellent range of verbal and written information about the setting. They have robust systems to ensure that parents are aware of their child's learning and provide guidance on how this can be developed at home. Parents are invited to participate on the committee and are involved in their child's activities, for example, when attending the monthly 'Jesus and Me' church service and going on outings. This helps children to make a positive contribution.

Organisation

The organisation is good.

Children's care is enhanced because staff are very well organised and clear about their roles and responsibilities. There is outstanding leadership and management for nursery education.

Children are welcomed and at ease in the spacious environment. The premises are well organised. Indoor and outdoor opportunities are laid out to maximise play and learning opportunities for children. This enables them to initiate and extend their own play and experiences.

Policies and procedures are clear and well written; staff implement these very effectively to promote the welfare, care and learning of children. Policies and procedures are accessible to parents to keep them well informed about the service and their child's activities.

The system for exchanging information with parents is excellent. This contributes to

the continuity of children's care. Most legally required documentation which contributes to children's health, safety and well being are in place. There is not a policy to clarify action to be taken in the event of a child being uncollected. Planning systems are efficiently monitored to keep children safe, for example the planning of activities, excellent written risk assessments and consistently high supervision ratio's.

Children benefit from well qualified staff who are effectively supervised and inducted. Staff are committed to improvement and development through attendance at relevant child care related training courses. Overall, the provision meets the needs of children who attend.

Improvements since the last inspection

Not applicable.

Complaints 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.

There are no complaints to report since registration

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure there are written procedures to be followed in the event of a parent failing to collect a child
- ensure that snacks are varied.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards

of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk