



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY222544

DfES Number: 543083

### INSPECTION DETAILS

Inspection Date	04/11/2004
Inspector Name	Rachel Wyatt

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Little Treasures
Setting Address	Broomhall Grange Broomhall Norton Worcester WR5

### REGISTERED PROVIDER DETAILS

Name	Little Treasures Ltd
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### ORGANISATION DETAILS

Name	Little Treasures Ltd
Address	Broomhall Grange Norton Road, Broomhall Worcester Worcestershire WR5 2PD

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Little Treasures opened in 2002. The nursery operates from a large detached building set in its own grounds, and is located in the Norton area of Worcester. There is an enclosed outside play area and children have opportunities to go on local walks and outings.

There are currently 104 children under 8 years on roll. This includes 30 funded 3 and 4 year olds, and children over the age of 8 years may be cared for. Support is available for children with special needs and those who speak English as an additional language.

The group opens 5 days a week all year round except for a week at Christmas and bank holidays. Sessions are from 08:00 until 18:00.

Seventeen staff work with the children. All staff have, or are working towards, a recognised early years qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership, and is regularly represented at local early years partnership and providers' forum meetings. The nursery is a member of the Pre-school Learning Alliance and the National Day Nursery Association.

### How good is the Day Care?

Little Treasures provides unsatisfactory care for children. At the time of the inspection, the nursery was looking after more children than the setting is registered for, with some children being cared for at unregistered premises. Procedures for completing medication and accident records are also unsatisfactory as parents are not always asked to sign these records. In other respects the nursery is effectively organised so that rooms, resources and staff are organised to ensure children are comfortable, settled and well cared for. Whilst other aspects of documentation are satisfactory, there are inconsistencies in the special needs and child protection policies, attendance records are not always accurately completed, and parents' consents have not been obtained to emergency medical advice and treatment.

Staff are proactive about ensuring children can play and move about safely, and they have responsibility for reviewing safety arrangements in the areas they work in. The setting seeks comprehensive information about children's care needs, and staff ensure that children are well cared for and comfortable. Older children's independence in seeing to their self care needs are well fostered, and encouraged through access to child friendly toileting areas. Children enjoy healthy snacks and meals.

Children experience a range of worthwhile activities and experiences. Staff ensure that children of all ages can benefit from creative and exploratory play, energetic outside play and outings. Staff know children well and relate well to them. They have clear and realistic expectations of children's behaviour and use appropriate strategies to promote listening, sharing and being helpful.

There is a good relationship with parents. Parents and children are warmly welcomed into the setting and good opportunities are created for sharing information with staff about their children's needs, routines and interests.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- The setting is proactive about seeking information from parents about their children's interests, routines, responses and needs. As a result staff know the children well, ensuring they have sensitive support, and that they are comfortable and well cared for.
- Staff have a warm and affectionate relationship with children, and create a relaxed and happy atmosphere for play and learning. They interact well with children, talking to them during activities and routines, praising their efforts, and extending their understanding through appropriate discussions and questions.
- Children's independence is well fostered. Children benefit from having inviting child-friendly changing areas and toilets ready to hand, and adults encourage children's emerging self reliance in seeing to their personal hygiene. Children of all ages have opportunities to be helpful at tidy up times or to assist with simple tasks.
- Children enjoy a range of nutritious snacks and meals, enjoying the opportunities to socialise at meal times. Younger children especially are becoming quite adept at using cutlery, and older children help to hand round snacks.

#### **What needs to be improved?**

- the arrangements for accepting children into the nursery to ensure registered numbers are not exceeded and that they are only cared for on the registered

premises

- the accuracy in recording adults' and children's departure times on attendance records
- the procedures for ensuring parents sign accident and medication dosage records
- the availability of parental consents to seeking emergency medical advice and treatment
- the wording of the special needs and child protection policies to ensure they accurately reflect current legislation or guidance
- the monitoring of attendance, accident and medication dosage records to ensure they are completed accurately.

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

#### **Outcome of the inspection**

Unsatisfactory

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

##### **The Registered Person must take the following actions by the date shown**

Std	Action	Date
1	Comply with all conditions of registration, particularly in terms of the numbers of children registered for and premises registered for.	05/11/2004
7	Ensure parents always sign medication dosage records and accident records.	05/11/2004

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Improve the recording of children's and adults' departure times.
7	Request written permission from parents for seeking emergency medical advice or treatment.
10	Develop the special needs policy so that it reflects the requirements of the Disability Discrimination Act.
13	Improve the wording of the child protection policy, so that procedures to follow in the event of an allegation being made against a member of staff or a volunteer fully reflect local Area Child Protection Committee guidance.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Little Treasures provides generally good nursery education with children making very good progress in mathematics.

Teaching is generally good. Staff create an relaxed atmosphere for learning, often making good use of questions, visual aids and prompts to develop children's understanding. There are weaknesses in the organisation of some activities and resources, resulting in children's interest not always being engaged or sustained. Staff have clear expectations of children's behaviour. They are firm but calm, using appropriate strategies when managing the more challenging aspects of some children's behaviour. However, at times disruptions do impede other children's concentration. Staff plan a worthwhile range of topics and activities, but short term plans for younger three year olds lack detail, and in general short term plans do not identify clear learning outcomes linked to stepping stones, or differentiation. An appropriate assessment system is used to record the progress of older three and four year olds, but this has yet to be adopted for younger three year olds. Effective guidance and procedures are in place support children with special educational needs.

Leadership and management are generally good. Managers involve themselves in the daily running of the setting so they know children and staff well. Staff are encouraged to take on responsibility for different aspects of the provision, and recent initiatives have had a positive impact on children's creativity and mathematical development. Evaluations of older three and four year olds' activities are used for future plans, but there is limited evaluation of younger three year olds' responses.

Partnership with parents is generally good. Parents receive good quality information about the setting and forthcoming topics, but limited explanations about the Foundation Stage. They are encouraged to contribute items for topics in the setting and to follow up activities at home, including a book loan scheme.

### What is being done well?

- Children really enjoy practical number activities. Their appreciation of number is well fostered during routines and group times, and they enthusiastically correct staff and puppets who miscount or put numbers on the number line out of sequence. They are adept at solving simple number operations and matching and sorting games, which are encouraged in many practical ways during discussions, songs and activities.
- Children are articulate, creative and expressive. They confidently talk about their ideas, feelings and experiences. They are often self motivated when engaged in creative or making activities, regularly working together as they cut, glue, draw, paint or fix items together.

- Staff have a warm relationship with children giving them first hand experiences and effectively using puppets, prompts and follow up questions in order to develop their ideas and extend their thinking. Less confident children are reassured and encouraged, and all children are given individual praise and recognition for their efforts.
- Staff are encouraged to develop their own ideas and take on responsibility for different aspects of the nursery education provision. This has had a positive impact on the information given to parents about forthcoming topics, the availability of advice and guidance regarding support for children with special educational needs, and the sharing of information with parents about their children's skills.

#### **What needs to be improved?**

- the availability of assessment procedures and more detailed short term plans for three year olds in the transition room
- short term plans in general, in order to show clear links to the stepping stones and to identify children's differing learning needs
- the layout, organisation and management of some activities for older three year olds and for four year olds to promote their interest and more sustained involvement
- the availability of information about the Foundation Stage for parents when their children first receive funding.

#### **What has improved since the last inspection?**

not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are enthusiastic and eager to join in activities. Younger three year olds are developing good concentration skills, but at times older children are distracted by others or because they have insufficient to do. Children generally relate well to others, often play co-operatively and have a warm rapport with adults. Children are familiar with the staff's expectations of their behaviour, they are helpful, and are often tolerant of those with more challenging behaviour.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are confident speakers. They freely discuss aspects of their own lives, expressing feelings and ideas, and they join in a variety of songs and rhymes. Occasionally disruptions or over-long circle times inhibit their contributions. Children are making good progress in recognising initial letter sounds and sometimes whole words. They like mark making, with especially good support available to promote younger children's pencil control. Many children form recognisable shapes and letters.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children use and understand numbers up to ten, enjoying many opportunities to count and identify individual numbers and their correct sequence. Their thinking and problem solving skills are effectively encouraged during routines and activities. Children engage in practical sequencing, matching and sorting games, attempt simple number operations such as 'how many do we need?', and join in a good range of number rhymes. They are adept at shape recognition, using two and three dimensional objects.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children show interest in the natural world, commenting on the weather or seasons, and on features of living things. They discuss past and forthcoming events in their own and others' lives. They can concentrate and persevere when making things; folding, cutting and fixing different items to create often complex models. However, at times lack of space or equipment restricts their interest. Whilst children have access to programmable toys and a computer, this aspect is unrepresented in planning.



## **PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children are energetic, running freely with increasing control and awareness of space. They catch and kick balls, peddle and steer a range of wheeled toys, and are gaining confidence in balancing through access to larger equipment and beams at different heights. They handle a range of small tools well, especially scissors, spatulas and pencils, though their fine mark making can be restricted by the use of blunt pencils or too chunky crayons.

## **CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children are very expressive. Many produce detailed drawings with recognisable features. They enjoy exploring paint, collage and natural materials. They produce complex models including replicating real objects such as a rattle. Children are imaginative, enjoying role-play when they act out real life or imaginary scenarios. However, sometimes role-play and small world play areas are not inviting or well resourced enough to sustain or extend children's involvement.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- develop assessment and planning for younger three year olds in the transition room, to ensure that their progress is assessed and evaluated in relation to the stepping stones, and that short term plans show clear learning outcomes, with reference to relevant stepping stones
- review the organisation, layout and management of free play activities, including construction, small world and role-play, for older three year olds and the four year olds to ensure that children have access to sufficient resources, and that their interest can be sustained and extended
- develop short term plans to include clear learning outcomes linked to relevant stepping stones, and to incorporate differentiation, to show how learning objectives and activities can be adapted to accommodate children's differing levels of skill and ability
- ensure parents of funded children have access at an early stage to information about the six areas of learning and the Foundation Stage.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*