



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY102023

DfES Number: 539945

INSPECTION DETAILS

Inspection Date 19/04/2004
Inspector Name Rosemary Linda Tomkins

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Little Treasures Ltd
Setting Address Highbrooke, Boscomoor Lane
Penkridge
Stafford
Staffordshire
ST19 5NU

REGISTERED PROVIDER DETAILS

Name The partnership of Little Treasures Ltd 4177941

ORGANISATION DETAILS

Name Little Treasures Ltd
Address Highbrooke, Boscomoor Lane
Penkridge
Stafford
Staffordshire
ST19 5NU

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 Day Nursery Ltd. opened in 2002. It operates from a refurbished building in a semi-rural area close to the centre of Penkrige in South Staffordshire. The nursery serves the local area and commuting parents.

There are currently 81 children from 6 weeks to 5 years on roll. This includes 11 funded 3-year-olds and 1 funded 4-year-old. Children attend for a variety of sessions. The nursery currently supports a number of children with special needs.

The nursery opens five days a week for 51 weeks of the year. Sessions are from 07:30 until 18:00.

There are 10 full time and 2 part-time staff who work with the children. All the staff have early years qualifications to NVQ level 3. There are two students currently working towards NVQ level 3 qualifications. The nursery receives support from a teacher from the Early Years Development and Childcare Partnership, the area Special Needs Co-ordinator and a development worker.

How good is the Day Care?

Little Treasures Day Nursery Ltd. provides good quality care for children.

Staff give high priority to ensuring children are safe both inside and outside the nursery. They consistently carry out the procedures outlined in the comprehensive safety policies and monitor the security of the building. Staff ensure the space is well organised and planned and provide a warm and welcoming environment. Staff ensure children with special needs are fully included in activities.

There are procedures in place to ensure staff have a consistent approach to their work such as induction training, staff meetings and training plans. The staff work to a high child to adult ratio and provide individual attention to the children.

Children in the baby unit, garden room and pre-school room are provided with interesting, varied activities that enable children to develop in all areas. However,

children in the Ocean room are not always encouraged to explore and investigate or have their individual sleep needs met. The children are happy and settled and have good relationships with each other and staff.

Staff meet the children's individual health and dietary needs very well. Children benefit from health nutritious snacks and meals that are freshly cooked on the premises.

Children are well behaved and eagerly respond to requests to help clear away and set the table for meals. They share, take turns and help each other.

There is a very good relationship with parents and carers. They are provided with detailed written information on activities and progress of their children on a regular basis. Parents take an active part in the nursery's day to day operation and are involved in their children's activities.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff are undertaking training to ensure they exceed the requirements for qualifications. They ensure that ongoing training is available to maintain staff skill levels.
- Staff plan and organise the space well. They provide opportunities for children to choose and plan their own activities both inside and outside.
- There are comprehensive policies and procedures in place that give a high priority to the security and safety of the children.
- Children are provided with freshly cooked nutritious meals and snacks according to their individual needs and parent's wishes.
- Children are well behaved and have good relationships with staff and each other. They readily help staff clear away and set out activities.
- Parents are encouraged to be involved and provided with detailed information on their children's progress and activities on a regular basis.

What needs to be improved?

- the organisation and routine in Ocean room to provide suitable, varied activities and meet individual children's needs.
- the arrangements to provide a written procedure in the event of allegations of abuse against staff.

Outcome of the inspection

Good

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

Std	Recommendation
3	Ensure staff in the Ocean room provide opportunities for children to explore, investigate and organise the routine to meet children's individual needs.
14	Ensure there is a written procedure to follow for allegations of abuse made against members of staff.

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

How effective is the nursery education?

Little Treasures Day Nursery Ltd. offers generally good quality nursery education. Effective teaching helps children make very good progress in their personal, social and emotional development, knowledge and understanding of the world, physical and creative development. Children make generally good progress in communication, language and literacy development and mathematics skills.

Teaching is generally good. The key strengths in all six areas of learning are due to the skilful interactions of the staff in engaging children in conversations and fostering their self esteem. Staff's developing knowledge of the foundation stage enables them to organise activities that are suited to the children's stage of development and progress. Children with special educational needs are fully included in activities.

Children are constantly encouraged to express their ideas and thoughts verbally. However, younger children are not always progressing with their understanding and communication during daily routines. Younger children are not fully developing their understanding of comparison and position during some planned mathematical activities.

The assessment and planning of children's learning is very good. It matches the stepping stones and informs the long, medium and short-term plans. Children behave well in response to the high expectations and sensitive support of the staff. The nursery has a very good range of equipment to cover all areas of learning. The regular use of the outside area allows children to be provided with interesting imaginative activities.

Leadership and management is very good. The success of the setting is due to strong leadership and a well-structured management system. These ensure a shared understanding of good early years practice and a commitment to ongoing staff development.

The partnership with parents is very good. Parents are provided with detailed information about the nursery and their children's progress.

What is being done well?

- Children speak clearly and fluently as a result of the staff's consistent interest and engagement in their play and conversations.
- Children's knowledge and understanding of the world is very good. Children confidently explore and show curiosity. They show interest in why things happen and how things work.
- Staff make good use of the local environment to help children explore the natural world, learn about people and places and become familiar with their

immediate surroundings.

- Staff work well as a team to provide an interesting range of activities, good role models and a harmonious learning environment.
- Strong leadership provides a shared ethos of good early years principles. The management structure ensures continual improvement through a commitment to staff development.

What needs to be improved?

- the planning and use of appropriate mathematical resources for three-year-olds to ensure progress in their understanding of comparison and shape.
- the organisation of the registration session to ensure children's understanding and involvement.
- the planning and organisation of communication, language and literacy activities to ensure three-year-old's progress in their understanding of letter shape.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and motivated to learn. They willingly try new activities and work well together. Children behave well and have good relationships with staff and each other. Children are developing a sense of independence when selecting resources. Younger children show an increasing level of confidence with their personal independence. Older children enthusiastically help set out and organise activities. Children are developing their understanding of different cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children interact, listen and warmly respond to each other and staff. Children use descriptive language to express feelings and discuss elements of stories. They have a well developed sense of humour. Older children respond to sound prompts to identify letters and recognise their own names. They identify other children's names and resources. Younger children are beginning to make marks on paper and link sounds, but not always understand sound prompts and letter identification.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

All children use and understand numbers up to 10 and beyond. They use appropriate language to compare numbers. Older children use the computer to develop their understanding of addition and subtraction. Children use descriptive language to describe size and shape. However, younger children are not always progressing in their understanding of comparison and position during planned activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use all senses to explore. They ask questions about how things work and why things happen. Children talk about their environment and features of the natural world. Children are beginning to learn about various cultures and beliefs. Children build and construct a wide range of objects and natural materials. Older children confidently use information and resources to support their learning. Younger children enjoy mechanical toys and freely chosen activities to progress.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently with control and co-ordination. They have a sense of space and are aware of their own physical needs. Children are increasing in confidence when using a range of small and large equipment and progressing towards handling tools and malleable materials with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children excitedly explore different textures, shape and form. Children are involved with their role play and organise their own games. Children sing songs and say rhymes from memory. Children respond well to rhythm and recognise tunes. The children freely express and communicate ideas using body language and gestures.

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

- Key Issues:
- Evaluate planning and the use of mathematical resources and staff interaction to ensure younger children are provided with appropriate activities to enable them to progress with their understanding of comparison and position.
- Evaluate the organisation of the registration session to ensure that all children are involved and understand the purpose.
- Evaluate and implement the planning of activities for younger children to enable them to progress and develop their understanding of letter sounds and recognition.

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.