

# Little Treasures

Inspection report for early years provision

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**Inspection date** 26/10/2010  
**Inspector** Lynn Smith

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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 Child Care Centre opened in 1991. It operates from converted church halls located in a residential area in central Westcliff, within walking distance of schools and shops. The nursery, pre-school and out of school centre serves the local community and surrounding areas.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 192 children from birth to eight years on roll. This includes 43 children who are eligible for nursery education funding. Children attend for a variety of sessions. The setting currently supports a number of children who speak English as an additional language and/or have special educational needs.

The nursery opens from 7.30am to 6.30pm, 51 weeks of the year.

There are 21 staff currently working with the children. Nearly all staff are fully qualified with appropriate childcare qualifications, and one member of staff is currently training to level 3.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's welfare needs are effectively met as staff demonstrate a secure knowledge of the children in their care and follow the setting's effective policies and procedures. Children are provided with good opportunities to make progress in their learning across all six areas. The setting has very effective procedures in place to enable it to reflect, review and evaluate its provision. This process enables staff to continuously make improvements to the way in which it works and delivers the Early Years Foundation Stage. Extremely effective staff deployment ensures that children are well-supported and that staff are able to take time out to maintain their developmental records and documentation.

## **What steps need to be taken to improve provision further?**

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

- ensure every child receives an enjoyable and challenging learning and development experience at snack and meal times that is tailored to meet their individual needs.

## **The effectiveness of leadership and management of the early years provision**

Staff demonstrate a secure knowledge and understanding of their responsibility with regards to protecting the children in their care. The setting has clear written

policies in place, to ensure all staff follow the effective safeguarding procedures. Good partnership working with agencies connected to the local children's centre ensures staff are able to keep up-to-date with, any changes to local or national policies. Partnership working is a key strength of the provision, as the childcare provided is integrated with the children's centre they share. The managers of the nursery, children's centre and out of school provision work effectively together to promote secure partnerships outside of the setting. Parents are encouraged to become active partners in their children's welfare and learning provision. Their views are sought and acted upon through regular questionnaires and daily discussions. The setting provides parents with clearly written and verbal information about the provision and the other agencies it works with and alongside. All adults working on the premises are appropriately vetted and have their suitability checked through the effective recruitment and suitability procedures in place. The premises are very thoroughly risk assessed for safety and daily safety checks ensure that children enter into a well-organised and secure environment.

The setting is firmly committed to reflecting and evaluating its provision to identify areas for improvement. This has resulted in many changes to the structure and organisation of the staff team and room presentation over the past year. Staff have clear roles and responsibilities and the manager and deputy are actively involved in the day to day operations within the rooms. An effective self-evaluation of the setting has been carried out which involved parents and all staff. The manager and deputy use the self-evaluation exercise efficiently as an ongoing working document, which provides them with a clear action plan for future improvements.

Children are able to make clear choices about their play and learning as staff present equipment and resources effectively in low, well-labelled storage units. Staff deployment is very good providing extremely effective supervision and support for all children. The day is well planned to ensure that all staff are appropriately covered to enable them to take breaks at lunchtime. An extremely effective staff training plan ensures that staff are able to update their childcare knowledge and pursue training which interests them. The setting's clear procedures ensure that equality and diversity are promoted through all strands of the nursery provision. Children learn about other people's differing needs and cultures through a range of festivals and activities. They see positive images of peoples from various backgrounds through visual images and books.

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

Children are actively engaged in an exciting range of activities during their nursery day which encourages progress across all six areas of learning. The setting's clear and effective policies and procedures, ensure that children's welfare requirements are met to a high standard. Staff support children's learning enthusiastically by providing a stimulating and resourceful environment. The high adult-to-child ratio ensures that staff are on hand to assist the children, while also providing them with good opportunities to learn essential independence skills. Children are

provided with good opportunities to explore the world around them when they go for walks in the local area. On their return they chat confidently about the ducks they saw and the large play equipment they accessed at the park. Babies enjoy being able to freely explore an interesting selection of age-appropriate play equipment. Those babies preparing for the exciting world of walking are actively supported by caring and knowledgeable staff that assess their needs and ensure that resources enable them to be challenged in a safe and secure environment. Staff have a clear system in place for observing and assessing children's learning which provides the key persons for each child with sound knowledge about their current stage of development and which steps in learning they would like to take them on to in the future. Effective planning provides a range of continuous provision activities for children, as well as individual planning.

The nursery environment offers children safe and secure facilities in which to play and learn. Children move confidently around the playrooms and are actively encouraged by staff to act in ways which ensures their safety. For example, they carefully carry their plates and cutlery from the lunch table to the kitchen to be washed up. They understand the importance of holding the plate with both hands and travelling slowly between the two destinations. Children enter into lively discussions with staff about keeping safe and healthy. Children enjoy being active and are provided with opportunities to make use of the enclosed outdoor area on a daily basis. Children enjoy a range of meals during their nursery day, from breakfast through to tea. Their individual dietary needs are well met through the setting's clear and well-balanced menu. Work with a nutrition expert recently provided staff with secure knowledge about the composition of the food they were serving. This enabled them to review and evaluate their menus to provide more nourishing and wholesome meals. Children sit together at mealtimes and share this important time of the day. They are encouraged to learn good table manners and to be kind and respectful of each other. Children are provided with some opportunities to develop independence at meal times when they make their own sandwiches for snacks and tea. Visual reminders and staff guidance ensures that children remember to follow good hygiene practices such as handwashing at appropriate times.

Children are confident and content within the nursery setting and approach the adults caring for them with ease. They develop a sense of belonging as they choose a specific peg on which to place their belongings. Babies always sleep in the same cots with individual bedding to provide them with a sense of security and familiarity. Children are actively encouraged to bring comforters or special toys from home to nursery to help them to feel secure. Staff actively promote children's self-esteem by speaking to them in a positive and reassuring way and giving them the opportunity to share their thoughts and ideas. For example, older children attending the out of school provision have the opportunity to sit on the children's council. The range of activities and interesting play materials on offer to children enables them to develop essential skills for the future, for example, they are encouraged to develop their creative nature through activities such as shaving foam play and water play. They learn to use numbers in everyday activities such as counting the number of children present each day. They are encouraged to enjoy books as they have comfortable reading areas in which to explore them. Their knowledge of the wider world is experienced through first-hand activities such as

going for walks in the local environment as well as through planned activities, such as, the celebration of festivals and special occasions.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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

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