

Little Treasures Nursery & Playgroup

Inspection report for early years provision

Unique reference number

EY304232

Inspection date

29/03/2011

Inspector

Andrea Paulson

Setting address

Morland School, Morland, Penrith, Cumbria, CA10 3AT

Telephone number

01931 714 668

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Little Treasures Nursery and Playgroup is run by a management committee and operates within a purpose built Portakabin in the grounds of Morland C of E Primary School in the village of Morland, near Penrith. All children share access to their own secure enclosed outdoor play area. The setting was established on its present site in February 2005 and serves children from the immediate and extended rural areas. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 14 children aged under eight years may attend at any one time. The setting currently takes children from two to five years of age.

There are 23 children on roll who are in the early years age group, of whom 17 children receive nursery education funding. Children attend for various sessions. The setting supports children with special educational needs and/or disabilities. Sessions are from 9am to 12 noon Monday to Friday and 12.30pm to 3.30pm on Tuesdays during term time. The Wednesday session extends to 1pm for an optional lunch club. Two staff members are employed who work directly with the children, both of whom have qualifications at level 3 in early years. The setting is supported by the host school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress as they enthusiastically participate in this inclusive setting where there are some outstanding practices. Staff have a secure knowledge of the Early Years Foundation Stage, which is generally delivered skilfully to extend children's learning experiences. They know children well and meet their individual needs through a high level of interaction and excellent organisation. Children are kept safe and healthy with the consistent implementation of thorough policies and procedures. The partnerships with the school, and parents and carers are outstanding which strongly contribute to the continuity of children's welfare and learning. Significant developments since the last inspection and the effectiveness of the setting's self-evaluation demonstrate good capacity to sustain continuous improvement.

What steps need to be taken to improve provision further?

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

- provide more regular opportunities for vigorous free movement.

The effectiveness of leadership and management of the early years provision

Robust procedures ensure that staff are suitably vetted for working with children. Knowledgeable staff implement the inclusive policies and procedures well and are clear about their responsibility to safeguard children. Risk assessments are thorough in resolving hazards to keep children safe. Staff continually make improvements to enhance the provision and create a colourful, imaginative and stimulating environment. This demonstrates the hard work and commitment of the leader and staff. Self-evaluation is highly effective. Rigorous monitoring and analysis accurately identifies areas for improvement. For example, to raise funds for a canopy to enable outdoor play in all weather. Recording systems are thorough and policies are comprehensive.

The play areas are very well organised to provide an extensive range of challenging learning opportunities in this continuous provision. This ensures the needs of children are effectively met. The outdoor play area has a garden where children enjoy growing fruit and vegetables, and a bird hide where they use binoculars to look out for wildlife. The daily routine includes regular opportunities for physical play. However, access to large spaces for children to enjoy vigorous free movement, to support their good health, is less frequent. Staff members work effectively as a team to maintain a familiar, flexible routine so that children settle well in the friendly, relaxed environment. The level of supervision is high with staff working very effectively together to ensure that children can access all the play areas safely.

Partnership with parents includes some outstanding practices where parents share their skills and experiences and arrange exciting trips out. These foster high levels of home to nursery links, so further promoting individual welfare and learning. Parents and children play a key part in making decisions and are actively involved in evaluation and contributing with ideas and suggestions. Parental feedback is highly positive with comments about the excellent, caring staff and how happy the children are. The outstanding partnerships with the host school and the local community include well-established practices, which provide excellent links to successfully promote individual welfare and learning. Children join in with school activities, lunches and outings, such as to the tractor farm and, therefore, grow in confidence towards a positive transition. The setting is highly positive in liaising with other agencies, such as the local college to paint the exterior of the building so further enhancing the children's environment.

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

Comprehensive observations inform the next steps in individual learning and a key-person system is well-established to ensure individual needs are met. Staff have an exceptional knowledge of children's backgrounds and individual needs in this active community. Information about children's welfare, personal preferences, learning and skills is obtained through excellent home visits, meetings and discussion with

parents and carers to establish their starting points. In this way, effective planning ensures continuing progress in their development.

Children benefit from an extensive range of imaginative activities. They are engrossed as they mix fat balls for the birds, make models of frogs as part of the life-cycle of a frog topic and enjoy a visit to the ice-cream farm. The thoroughly planned activities are very well resourced and children are proud to show their work. Many of the colourful displays are made by children making them feel valued and part of their setting. Children spoken with are happy and staff are skilful in building on their interests, so further promoting self-esteem. Their learning is extended through highly skilful staff interaction to provide challenges. They become aware about cultural diversity through creative activities with various resources that reflect the wider world. Their knowledge and understanding of the world is exceptionally well promoted as children explore their environment.

Children learn about healthy lifestyles through regular play outdoors where they enjoy natural daylight and fresh air. They make displays which illustrate healthy foods and they enjoy nutritious snacks. Children develop a good understanding of health and hygiene through consistent practices. They feel safe in a secure, well-maintained environment where effective practices, such as parents signing them out, are well established. Personal safety is promoted as children follow the fire drill routine and use resources responsibly. They are very well behaved and demonstrate good manners and consideration for others as they forge happy relationships through learning good social skills. Children's skills for the future are promoted well as they increase in confidence, develop literacy and numeracy skills and demonstrate increasing computer control. This prepares them well for their transition to school.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----