

# Little Treasures Day Nursery (Skegness) Limited

Inspection report for early years provision

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<b>Unique reference number</b>	EY419509
<b>Inspection date</b>	20/06/2011
<b>Inspector</b>	Carly Mooney

<b>Setting address</b>	Little Treasures Day Nursery, 18 Algitha Road, SKEGNESS, Lincolnshire, PE25 2AG
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<b>Type of setting</b>	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.

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 Day Nursery was registered as a limited company in 2010 but previously opened under the same owners in 2008. It operates from converted premises in the town of Skegness, Lincolnshire. The nursery serves the town and beyond. The nursery has strong links with the local children's centre where staff operate a creche facility. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and compulsory part of the Childcare Register. A maximum of 43 children may attend the nursery at any one time all of whom may be on the Early Years Register. There are currently 108 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 20 members of childcare staff. Of these, 19 hold appropriate early years qualifications. The nursery receives support from the local authority.

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

Overall the quality of the provision is outstanding.

The exceptionally strong and motivational management team ensure the setting offers outstanding levels of care and learning for every child. Children make excellent progress and thoroughly enjoy their time in the setting because staff understand their individual needs. Strong and effective partnerships with parents and other services means the setting is highly inclusive and responsive. Self-evaluation is given a high priority and involves staff, parents and children. This helps to ensure consistently high standards are maintained.

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

To further improve the high quality early years provision the registered person should consider:

- developing even further the outdoor environment with more natural resources.

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

The nursery is led and managed extremely well by a strong management team which include the managers, deputy and room seniors. Staff are very well

supported in their roles and work closely together as a cohesive team to provide children with a safe and happy environment in which to thrive. Children's welfare is promoted very well because staff understand and implement the safeguarding policies and procedures. Effective induction programmes and mentoring by senior staff means all new staff and apprentices have a solid understanding of their responsibilities to keep children safe. Senior staff attend training to a high level so there is always knowledgeable, qualified people on the premises to deal with any potential concerns. Stringent recruitment processes ensure all employees with access to the children are safe and suitable. Staff are very vigilant and deployed effectively at all times to ensure the safety of children as they play. Risk assessments are rigorous and include ongoing checks of the premises and outdoor area throughout the day.

Staff have formed fantastic relationships with parents who receive quality feedback about their child's learning both on a daily basis and through more formal consultations to discuss progress. They actively contribute to their learning journeys with their child's achievements from home which helps to support their development. Regular questionnaires conducted by the management team show high levels of satisfaction overall and parents comment very positively about the nursery and the caring staff. Parents are extremely well informed about all aspects of the nursery through newsletters, emails and notice boards in the welcoming and informative entrance lobby.

The nursery has developed excellent relationships with any other providers and agencies that help care for the children. Specialist support is sought for children with special educational needs and/or disabilities to ensure each child's additional needs are met very well and they take an active part in the life of the setting. Families who have English as an additional language benefit from skilled and supportive staff who work hard to find out about home languages and cultures to ensure children are settled and feel at home. Staff implement procedures that aids children's transition into school such as using Louis the puppet between both settings.

The nursery is extremely well equipped with high quality furniture and resources, enabling children to play in a supportive and flexible environment. Thoughtful deployment of the resources enables children to make choices and become active, independent learners. A wide range of high quality resources, such as books and dressing-up clothes, provide children with positive insights into other cultures and lifestyles. As a result, they learn to value each other's differences and similarities. The nursery environment is highly stimulating, with bright and cheerful wall displays that show what children can do. The outdoor areas are accessible throughout the nursery day and enable children to experience a full range of activities, although this could be further enhanced with more access to natural resources.

Systems for monitoring the quality of the provision are given a very high priority. Parents, children and staff all have their views sought. Staff take collective responsibility for deciding on improvements in their own rooms through individual room improvement plans, which empowers them as they strive to bring about change. Self-evaluation is focussed and realistic, fully taking into account the

needs of the children. Training programmes promote continuous professional development for all staff, ensuring a highly skilled and enthusiastic team that promotes exceptionally high outcomes for children is in place.

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

Children benefit from an inclusive, child-centred curriculum that takes into account their individual learning needs. They actively contribute their thoughts, feelings and ideas during me or reflection time which influences the routines and resources provided to enhance learning. Key staff are well qualified and highly skilled and this ensures that all activities are personalised to reflect children's interests and abilities. As a result, children are highly motivated to explore and learn. Staff provide consistent support where needed and through effective questioning allow children clear opportunities to think for themselves and make their own decisions in their play. Older children join together in their key groups on a daily basis and staff plan and provide an exceptional range of activities that complement the well-balanced curriculum. Learning journey folders provide a comprehensive record of the excellent progress children are making towards the early learning goals.

The support and encouragement given to the promotion of children's personal, social and emotional development is at the heart of the nursery. Children are highly valued and are fully aware that their contribution matters. Babies have their own routines so they are settled and content. They benefit from age-appropriate equipment that enables them to explore and which is well organised in low-level shelving. Resources are clearly labelled and easily accessible so even the youngest children can make informed choices about their play. Staff play with babies at their level and offer cuddles and a lap to sit on so they are settled and relaxed and enjoy listening to a favourite story in this manner. Interesting toys such as push-along cars and pop-up buttons encourage their curiosity. Young children show their own confidence and self-esteem as they reflect individually on the activities they have participated in at the end of the session. For example, Children recalled that they found it funny that a staff member sat on a wet chair that they had been washing. Staff have high expectations and are excellent role models; with calm confidence they give children space to explore freely and test out their boundaries. As a result, children are relaxed, happy and very well behaved. Older children are developing good self-help skills as they enthusiastically tidy away toys, wash their own hands without prompting, and participate in rolling snack.

Children play in a word rich environment and show a good appreciation of books which they can access in cosy book areas. Writing materials and other mark making resources are easily available, which means children quickly learn the value of mark making. For example, younger children make marks in salt using paint brushes. During role play, children play with real food items such as fruit and vegetables which they purchase themselves from the local green grocer. Real cups, plates and cutlery in the pre-school room home corner ensure that play mirrors real life experiences and situations and older children are trusted to play sensibly. Children show that they are developing their own excellent imagination,

thinking and problem solving skills during activities such as role play. For example, they decide that on holiday they need a clock in the caravan to tell the time and steps so they can get in. On a visit to the hairdressers two children talk about their favourite television programmes whilst requesting a shark styled haircut.

Most children have free flow access to their own gardens for good sections of the day. The youngest children who have their rooms on the first floor are brought down twice a day by staff to enjoy fresh air, but also go for walks to the local park and beach as do the older children. Covered areas and all weather surfaces enable outdoor play all year round. Children participate in fun movement and music sessions outside where they learn the importance of warming their bodies before exercise and have taken part in a fitness support group.

Children's welfare is effectively promoted. Children learn about healthy eating through the delicious home cooked meals and healthy snacks provided. Snack and mealtimes enable children to share a relaxed, social experience with each other and staff. Records which safeguard children's health are maintained to a high standard and children are cared for in a clean environment. Children are aware that they need to maintain their own personal hygiene to prevent the spread of germs through hand washing and do so with minimal reminders from staff for younger children. Children feel very safe and secure in the setting and participate in a range of safety procedures such as fire drills which enable them to learn about keeping themselves safe. They engage in activities which help them gain an understanding of taking acceptable risks using equipment such as hammer and nails to create shape pictures.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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