

# Little Treasures

Inspection report for early years provision

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| <b>Unique reference number</b> | EY259361     |
| <b>Inspection date</b>         | 18/10/2011   |
| <b>Inspector</b>               | Teresa Clark |

|                         |   |
|-------------------------|---|
| <b>Setting address</b>  | Evelyn Street Primary School, Evelyn Street, Warrington,<br>Cheshire, WA5 1BD |
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| <b>Type of setting</b>  | Childcare - Non-Domestic  |

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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 is privately owned by a company. It was registered in 2003 and operates from a self-contained building within the grounds of Evelyn Street Primary School in Warrington, Cheshire. There are four playrooms with ramped access to the building. Children have access to a secure outdoor play area. A maximum of 71 children aged under eight years may attend the setting at any one time. The setting is open Monday to Friday from 7.30am to 6pm for 51 weeks of the year. The setting also offers an out of school and holiday club provision for children aged four years to 11 years.

There are currently 93 children on roll, of these 89 are under eight years, of these 77 are within the early years age group. A total of 15 children are in receipt of funding for free early years education. The setting supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 20 members of staff, including the manager, who work directly with the children. All of the staff hold a qualification at level 3 in early years and one member of staff holds a level 6 in early years. The setting receives support from the local authority and is a member of the National Day Nurseries Association. The inspection was carried out when the nursery was operating.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy to attend this warm and inclusive setting. Staff plan an interesting range of activities, which successfully promote most areas of children's learning and development. All the required policies and documentation are in place and maintained to a high standard. There is an outstanding commitment to working in partnership with parents, carers and others to ensure consistency and continuity for each child. Effective systems for self-evaluation and reflective practice lead to a continuously evolving setting and positive outcomes for children. The setting demonstrates a strong capacity to maintain continuous improvement.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure fresh drinking water is available at all times (Safeguarding and promoting children's welfare) 01/11/2011

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

- develop further a wide range of materials, resources and sensory experiences to enable all children to explore colour, texture and space.

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

Comprehensive safeguarding policies and procedures ensure children are well protected. Staff demonstrate a secure knowledge of the indicators of abuse and are confident in following the robust procedures if concerns arise. Robust recruitment and vetting procedures ensure staff are checked for their suitability to work with children. Detailed risk assessments are conducted to ensure children's safety and welfare. Comprehensive policies and procedures are accessible to parents and carers, clearly demonstrating how children's safety and welfare is promoted.

The setting successfully provides an inclusive service for children and their families. Equality and diversity are well fostered through a range of activities and resources. Good systems to support children with English as an additional language means that all children feel valued and their uniqueness fully promoted. Excellent partnerships contribute to positive outcomes for children. Parents and carers are made extremely welcome into the nursery by friendly approachable staff and have excellent opportunities to be involved in their children's learning. Parents and carers speak highly about the nursery, detailing aspects, such as the friendly staff, good activities and shared information. The excellent partnerships with others involved in children's welfare and learning ensure continuity and consistency for children and families.

Effective systems are in place to monitor and evaluate the provision, including consultation with parents and carers. The setting has identified most areas for improvement and demonstrates a strong commitment to continuous improvement. Recommendations from the previous inspection have been fully addressed. Improvements made to the outdoor area have helped to create a better environment for the children.

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

Children make good progress as they experience a wide range of stimulating activities, which capture their imagination and interests. Staff have a good understanding of the Early Years Foundation Stage and how children learn. They make sensitive observations of children's progress and enhance their learning through planning for each child's needs and interests. Young babies form close attachments to their key person and enjoy the individual attention they receive. As a result, children are settled in the warm and homely environment.

Babies confidently explore an interesting range of natural resources and activities that promote their sensory development. They show great delight as they shake and tap musical instruments to create sounds. Children in the pre-school access a

wide range of resources to support their learning. They have great fun in the exciting outdoor area as they wear wet suits and boots to play with water. They use jugs and tubes to fill basins with water, they wash the dolls clothes and others are happy to paint the railings with buckets of water. Children in the toddler room have less opportunity to explore colour texture and shape as they have access to fewer creative materials, resources and sensory experiences. However, they are excited and enjoy mixing colours and painting pictures when staff set out the paints and paper.

Staff extend children's learning through skilful questioning and provide sufficient challenge. Simple sign language is used effectively to support children with communicating and extend children's understanding of difference. Children are beginning to understand that print carries meaning as they handle books, listen to stories and make marks using a variety of resources. Skills for the future are fostered well as children use the computer to support their learning. Children are developing a good understanding about early numbers through songs and rhymes.

Activities are introduced on topics, such as 'people who help us' to reinforce safety messages. Fire drills are practised regularly which ensures children know what to do should the need to evacuate the premises arise. Children's health and well-being are promoted well as they learn in a practical way about healthy eating. They grow vegetables and fruit, harvesting them for mealtimes and enjoy freshly prepared meals and snacks. However, fresh drinking water is not always accessible throughout the day, which is a breach of the requirements Their independence skills are well fostered as they help set the table and serve themselves at mealtimes.

## 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

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|--|---|
| <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

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|--|---|
| <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   | 2 |
| 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

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

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

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|--|---|
| <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