

# Treasure Chest Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY433724
<b>Inspection date</b>	11/01/2012
<b>Inspector</b>	Melanie Arnold

<b>Setting address</b>	Saltfleet Sports and Social Field Club House, Louth Road, Saltfleet, LOUTH, LN11 7SB
<b>Telephone number</b>	07732164115
<b>Email</b>	annplumber@fsmail.net
<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**

Treasure Chest Day Nursery is privately owned and was registered in 2011. It operates from Saltfleet Sports and Social Field club House, Saltfleet, Lincolnshire. Children are cared for in one main room, which can be divided to provide separate areas to cater for children of different ages. There is a fully enclosed area available for outdoor play. The setting serves the local area and is accessible.

The setting opens Monday to Friday for 50 weeks of the year, closing for all public holidays and for Christmas. Opening hours are from 8am to 5pm, with morning sessions from 9am to noon and afternoon sessions from noon to 3.30pm. The setting offers care to older school age children, providing before and after care and care for school holidays. A maximum of 20 children under eight years may attend the setting at any one time. There are currently 17 children on roll within the early years age range. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting provides funded early education for three- and four-year-olds.

The setting employs three members of staff, two of whom hold appropriate early years qualifications at level 3 and one member of staff holds an appropriate early years qualification at level 2.

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

Overall the quality of the provision is good.

Children's individuality is respected and valued by the caring staff team because partnership working is generally good. This results in each child being fully supported to ensure that no group or individual is disadvantaged. Generally, effective systems are in place to protect children's health and safety and to promote their learning and development. The setting uses an effective system of self-evaluation to ensure continuous improvements are made.

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

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

- ensure ongoing observational assessments are further used to inform planning for each child's continuing development through play-based activities, especially for younger children
- develop further a stimulating environment that offers a range of activities and play materials, which will fully encourage children's interest and curiosity both inside and outside in all areas.

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

The manager of the setting is an experienced practitioner, who leads her staff team well. Information is shared and disseminated to staff, which enables everyone to work well together for the benefit of children's care and learning. All required records, documents and policies are in place, completed with necessary information and used effectively to safeguard children and promote their welfare. For example, staff are knowledgeable about child protection and potential hazards are identified and minimised through the setting's robust risk assessment procedures. The setting's clear recruitment, vetting and induction policy also helps to ensure the suitability of the staff team working directly with the children. The manager communicates ambition, driving and securing improvement well. She is committed to providing a good standard of care by acting as a strong role model for the continued development of the staff team, resulting in positive outcomes for children being promoted. The setting monitors their practice and procedures using a clear system of self-evaluation. This enables them to identify and set clear targets for further development. For example, the setting is continuing to develop their indoor environment for babies and their outdoor provision for all children, to further enhance the experiences provided for children.

Inclusive practice is promoted to ensure every child is valued and respected in line with their backgrounds, beliefs and abilities. Planned activities, discussions and children's play experiences provide opportunities for children to further learn about differences and diversity. Children's diverse backgrounds are respected, with children bringing items in from home to share with their peers. Children with special educational needs and/or disabilities are fully integrated into the setting. Staff are in the process of building relationships with outside agencies and support services, to fully ensure children's specific needs are met and their learning promoted. Effective partnership working with parents and carers, contributes to children's individuality being respected and valued. Detailed information is continually shared and exchanged to ensure children's individual needs are met and their learning and development promoted from their specific starting points. Clear systems are in place to keep parents well informed of their children's care, learning and development. Parents discuss that they are happy with the setting and they confirm their children are very settled in the care of staff. The setting is aware of the importance of developing links with other providers when the care of children is shared to ensure each child's continuity of care and learning is promoted.

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

Children are well cared for in a warm and welcoming environment. They enjoy opportunities to freely access indoor and outdoor play spaces, where toys and resources are stored to provide all children with easy access. The environment is well maintained and clean, with good health and hygiene routines implemented to minimise the risk of cross-infection. Children are also cared for by staff, who hold

current first aid certificates, which ensure their health and safety is maintained at all times. Children learn to wash their hands as part of the daily routine and healthy eating is promoted, which encourages children to make healthy choices. During daily opportunities for outside play, children's physical skills and well-being are promoted. Snack and meal times are a social occasion, where children's learning is actively promoted through staff asking challenging questions. For example, when asked about the shape of an apple, children confidently reply that the apple is round. Staff further encourage children's learning when they ask for another word for round. A child correctly identifies that another word for round is a circle. Children receive lots of praise and encouragement, promoting their good behaviour, self-esteem and confidence. Children play co-operatively with their peers and they are encouraged to learn how to share. For example, during a painting activity, staff purposefully provide fewer paint pots than children, providing them with opportunities to share and to learn how to wait patiently for their turn. During the painting activity, children also express their creativity as they are allowed to freely explore the paint. This results in some children doing hand prints, while others enjoy emptying the paint out onto their paper and then using the brush to spread it around their picture. Children remain safe as staff are vigilant and supervise children well.

Children make good progress towards the early learning goals. An interesting range of hands-on learning activities are planned in line with children's interests and developmental needs. Observations and assessments systems are in place and used to track and monitor children's progress and are shared with children's parents and carers. Although, staff identify children's next steps for learning, these are not always effectively linked to planning. Also, although activities are differentiated to ensure children's needs are met, planning for younger children is sometimes overly directed by the planning for older children. Children have fun and staff are skilful at responding to children's needs and interests, which creates purposeful learning experiences. Babies receive lots of care and attention to ensure their individual needs are met and they enjoy exploring and investigating their surroundings using their senses. Older children are provided with opportunities to use real life tools and equipment, which builds on their interests and enhances their learning experiences. For example, during an adult-led activity, children hammer a smaller piece of wood to a larger piece of wood using nails. Children discuss the importance of wearing the safety goggles to keep themselves safe and when a child discusses they will be using a real saw later, they confirm they will have to be careful or they may cut themselves. By providing children with real life experiences, such as using real tools and equipment in a safe, controlled environment, children are encouraged to learn to be safe while taking calculated risks. Mark-making resources are freely accessible to children during inside and outside play, which enables them to develop their early writing skills. Children also have free access to a computer, which helps to develop their interest and skill in using technology.

## 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	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	3
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