

# Little Treasures Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY407122

**Inspection date**

30/01/2012

**Inspector**

Ferroza Saiyed

**Setting address**

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**Type of setting**

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.

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 in 2010 and is one of two settings operated by a private provider. It operates from the ground and first floor of a detached building in Fleetwood, Lancashire.

Children are grouped in three separate base areas according to their ages and stages of development. There are toilet and hand washing facilities located both on the ground and first floor. Nappy changing facilities located both in the baby unit and in the toddler room. There is an outdoor play area to the rear of the premises.

The setting is registered to provide care for a maximum of 77 children from birth to eight years. A maximum of 19 children under two years may attend. It is registered on the Early Years Register and compulsory part of the Childcare Register. There are currently 104 children on roll in the early years age range, who attend for a variety of sessions throughout the week. The nursery is open from 8am to 6pm each weekday, all year round.

A staff team of 14 staff is led by a qualified manager. There is part time cook employed. All staff have appropriate training and qualifications. Advice, support and training is gained from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting provides a relaxed and friendly environment where all children have fun through a suitable variety of play activities provided. Staff have a developing knowledge of the Early Years Foundation Stage and provide suitable child-initiated activities to support their learning and development. Some required documents to promote children's welfare are missing. Staff recognise the uniqueness of each child which helps to promote an inclusive environment. The registered provider has satisfactory understanding of the areas for development and has implemented procedures to effectively monitor and evaluate the provision. Partnerships at all levels are being strengthened and regular communication systems are effective in ensuring children's primary needs are known and met.

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

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

- carry out a risk assessment for each type of outing and review it before embarking on each specific outing (Safeguarding and promoting children's welfare) 13/02/2012
- obtain written parental permission to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's 13/02/2012

welfare).

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

- review the system for obtaining information about children's learning and developmental starting points in order to further children's progress
- develop the observations and assessments systems so that they identify children's next steps in their learning to inform future planning and help children build on what they already know and can do
- plan activities that offer physical challenges and plenty of opportunities for physical play, such as large scale climbing apparatus for the older children

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

The staff team are aware of their responsibility to safeguard children in their care. Children are safeguarded because staff have an understanding of the indicators of abuse and the procedure to follow should they have a concern about a child. There is a comprehensive policy document available containing full details of all procedures. This is shared with parents and staff. The registered provider has completed the safe recruitment training and has clear recruitment procedures which ensure staff are suitable to work with children. The setting is committed to the ongoing improvement of the provision and has begun a self-evaluation process, which includes the input of all staff.

Acceptable procedures are in place which ensure potential hazards on the premises are minimised with a daily check list. However, risk assessments for each type of outing are not in place and parents have not been asked to complete consent for emergency medical treatment or advice. These are breaches of specific legal requirements and impact on children's safety and health. Opportunities for children to learn about fire safety are provided and staff discuss aspects of safety with them to help raise the children's awareness of keeping themselves safe, such as why they need to tidy up and how to go up and down the stairs safely.

Appropriate procedures are in place to work with parents. Comments from parents are complimentary to the staff team and praise the caring and friendly manner in which they relate to the children. Notice boards display some key information for parents, such as the registration certificate and details of how to contact Ofsted. Parents also receive information about the setting in various ways, such as a welcome pack, verbal and written feedback, daily sheets and regular newsletters. Information about children's individual care needs are gathered from parents at the start, however, they have not fully developed procedures to gather starting points in order to effectively monitor children's progression towards the early learning goals. Staff ensure that parents are kept up-to-date about their child's progress through regular verbal feedback and progress reports. Partnerships with other providers of the Early Years Foundation Stage are being fostered.

Staff are effectively deployed so that children are well supervised both indoors and out. Indoor space is appropriately organised. Staff set up a suitable range of activities which children confidently choose from. Children are able to move freely around ground floor areas, depending on the activities they are involved in. There are a range of quality toys and resources stored at the children's level, giving them independent access and choice in their play and learning. There are a wide range of resources for children to gain knowledge and understanding of the world, such as, programmable toys, computers and a range of multi-cultural resources that reflect positive images of diversity. Effective steps are taken to promote children's good health and well-being, to prevent the spread of infection and to care for children when they are ill.

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

Children enjoy their time in the setting and show interest in the appropriately challenging activities. There is a key person system in place, which results in children forming attachments with people who know them well and are aware of their individual needs. Staff in each room make observations of what children can do and are beginning to use these to help children achieve the next natural steps in their development. They know the children well and are able to promote individual learning needs. The assessment and recording systems for children's learning journeys are still in their infancy and the planning for each individual child's unique needs and next steps for learning does not yet inform planning. At present, staff rely too heavily on continuous play provision to support children's learning and plan too few focused activities. This means children's achievements and progress are at varying stages of implementation. That said children are lively and enthusiastic.

Children enjoy their play with purpose, as they recreate experiences from home whilst in the role play area and demonstrate sheer pleasure as they make food for their friends and visitors to the setting. They pretend to be postman, fire fighters and superhero's to save the world. Younger children enjoy singing to well known nursery rhymes and show off as they sing 'wind the bobbin' and 'two little dicky birds'. Children confidently practise their writing skills as they access a range of tools to make marks. Children make colourful creations using paper, glue, glitter, brushes, pens, and pencils to creating their own design of 'Valentine's day' card.

Babies and toddlers enjoy sensory experiences, such as playing with treasure baskets and textured materials. They have great fun as they enjoy exploring the cereals and feeling the textures. Staff are proactive in their interactions with children, but also skilfully step back when they recognise that children need space for self-discovery and contemplation. Staff repeat words back to the children to enhance their vocabulary. Toddlers enjoy vocalising as the staff initiate conversation and reinforce their attempt to speak. Babies are able to develop coordination and movement as they crawl around the play room and pull themselves up on the furniture.

Children freely access and relish outdoor play. They enjoy practising their skills,

with most children being competent, skilful and in control of their sit and ride toys stopping, starting and changing direction. However, there are insufficient opportunities for pre-school children to access large apparatus to develop their large motor skills. Children learn to keep themselves safe through gentle reminders from staff not to run in the setting, to be careful when sitting on the chair and not climb on furniture, they are encouraged to help tidy up to keep the space safe.

Staff understand the importance of a healthy diet and parents' wishes are fully considered so that children's individual health and dietary needs are met appropriately. Snacks and mealtimes are relaxed and sociable occasions. Staff demonstrate a clear understanding of behaviour management techniques. Regular praise and encouragement helps to promote children's self-esteem and promotes positive behaviour. Children are developing many skills that will contribute to their future economic well-being. For example, they are eager to use computers and complete simple programmes with confidence. Younger children readily access a wide range of programmable toys and are becoming increasingly confident in using interactive resources. Staff are warm and very caring and children respond to this nurturing positively.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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