

Little Treasures Nursery Whiston

Inspection report for early years provision

Unique reference number EY338875
Inspection date 13/02/2012
Inspector Emily Wheeldon

Setting address Southmead Children's Centre, Lickers Lane, Whiston,
Prescot, Merseyside, L35 3JY

Telephone number 0151 4434576

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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.

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Description of the setting

Little Treasures Nursery Whiston Ltd was registered in 2007. The setting is one of two settings owned and managed by a limited company. It operates from a number of rooms within Southmead Children's centre in Prescott, Merseyside. The services associated with the centre are currently operational. The setting is open five days a week from 8am to 6pm all year round. The out of school provision is open five days a week during term time from 3pm to 6pm. There is also a holiday club. All children have access to secure outdoor play 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 74 children under eight years may attend the nursery at any one time, of these not more than 50 may be in the early years age group. There are currently 97 children on roll, of these 48 are within the early years age group. There are also some children over eight years within the out of school provision. Children attend from the local and wider community. The setting supports children with learning difficulties or disabilities or for whom English is an additional language.

There are 16 members of staff, including the manager, who work directly with the children. Nine members of staff hold a qualification to at least level 3 in early years, and three staff have a level 4 in early years. One member of staff holds Early Years Professional Status. The setting receives support from Knowsley Sure Start.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff successfully promote all aspects of children's welfare and development in an inclusive environment. Children make very good progress in this setting and the staff team work hard to make sure the individual needs of children are met. The majority of systems for risk assessing areas children come into contact with are secure. Partnerships with parents are positive and overall systems for incorporating parental comments about their children's learning are in place. Superb links with outside agencies, early years professionals, and local schools mean that there is excellent continuity of care for all children. The owner and manager have an accurate vision for the continuous improvement of their setting.

What steps need to be taken to improve provision further?

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

- ensure risk assessments cover anything with which a child may come into contact
- involve parents as part of the ongoing observation and assessment process.

The effectiveness of leadership and management of the early years provision

All staff have a secure knowledge of safeguarding procedures. As a result children are kept safe. They clearly demonstrate the appropriate action to take in the event of any allegations or signs of child abuse. Children are further safeguarded by the setting's efficient recruitment, vetting and induction procedures, which help ensure the suitability of staff who work with children. All the necessary records, policies and procedures are in place and followed by the staff to allow the smooth running of the setting. Risk assessments are carried out on the premises including trips to the zoo. Indoor and outdoor checks are completed on a daily basis. Risk assessments are completed daily. However, they do not cover everything a child comes into contact with, such as the double doors in the pre- school room. This compromises children's safety.

Great emphasis is put on supporting professional development for all staff to ensure individual needs of children are extremely well met. The owner and manager have high expectations and set high standards which are embedded across all areas of practice. The management team have addressed previous recommendations promptly and effectively. For example, they have employed a nursery cook and communications have improved so that children are not kept waiting for their food. Staff are ably supported in observation, planning and assessment by a part-time member of staff who has Early Years Professional Status, and the Children's Centre Teacher. This means that all children's learning and development are meticulously monitored and children make significant progress in relation to their starting points. Resources are of a consistently high quality and really meet the needs of children from different age groups. A recent project around recycling materials called the 'Midas Touch Project' has had an extremely positive impact on children's knowledge and awareness of sustainability.

High quality nursery staff and outside agencies clearly place inclusion at the heart of everything they do. Children with additional needs are expertly and lovingly supported by staff as they work hard to make sure their individual needs are met. Superb examples include children who use Makaton to communicate with their key workers to make their needs known such as 'it's milk time now'. Equality and diversity is promoted very effectively through the use of positive images and children develop an awareness of the society they live in. Partnerships with parents are positive and parents are kept well informed of their children's learning and development. Systems for collating information from parents about their children's interests and observations are starting to take shape. However, these are not fully established. Superb working relationships are established with local schools and early years professionals to ensure continuity of approach and the best possible support for children. Staff's excellent relationships with children and outside agencies inspire and promote an environment of confidence and a positive attitude to learning.

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

Enthusiastic staff ensure observation and assessment systems are intrinsic in their practice so children can consolidate the skills and knowledge necessary to extend their learning. Detailed and very effective planning makes sure there is a very good balance between child-initiated and adult-led activities. Highly accurate observations and assessment are undertaken by staff and used very well so that all children can achieve as much as they can in relation to their starting points and capabilities. All children are extremely settled and confident in the setting. For example, they communicate to staff about why they have included a piece of wood in the sand pit. They say it represents a plank that pirates walk across, 'like our own pirate ship we have made!' Children are engrossed in imaginative play when they nurse baby dolls and lovingly cradle them in their arms singing nursery rhymes. Innovative ways for supporting children's pre-writing skills include children making marks in shaving foam.

Opportunities for children to develop problem solving, reasoning and numeracy are incorporated in activities. For example, children fill and empty buckets of sand thus developing their understanding of capacity concepts such as 'empty' and 'full'. Children very competently make plausible attempts at writing messages to loved ones to celebrate Valentine's Day and show very good fine motor control. They confidently use a digital camera to take photographs of models they have made and further develop their skills in information, communication and technology by using an interactive whiteboard. This also equips them with very good skills for the future. Resources and activities that promote equality and diversity are used very effectively to support children's understanding of different cultures and beliefs. For instance children play on instruments from around the world and listen to music from different cultures.

Children show an excellent understanding about healthy lifestyles and follow outstanding personal hygiene routines such as brushing their teeth after meal times. The incontinence nurse supports families and staff and provides extensive information for parents on how to support children's potty training. As a result, staff have superb knowledge and can utilise this to meet the care needs of individual children. Children benefit from highly nutritious snacks of fruit and vegetables and healthy meals provided by the nursery cook. Children's dietary requirements are fully met. Children are extremely independent and are encouraged to serve their own drinks and food. They enjoy fresh air and an extensive range of physical activities outdoors. Children behave very well and are well supported by staff who are consistent in behaviour management. Children know how to keep themselves safe. For example they know they must walk to the door in case of a fire, and register taken to ensure everyone is present.

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	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	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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met