

Little Treasures Wraparound Care Ltd.

Inspection report for early years provision

Unique reference number

EY381406

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Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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.

Description of the setting

Little Treasures Wraparound Care Ltd. is a privately owned nursery run by a limited company. It was registered in September 2008 and opened in November 2008. It operates from a building that was previously a nursery, in the Linthorpe area of Middlesbrough. Children are cared for in four separate rooms, depending on their age and development, and share access to an enclosed, outdoor play area.

The provision operates each weekday for 51 weeks of the year and is open from 07.30 to 18.00. There are currently eight members of staff employed to work directly with the children, four of whom work on a full-time basis. The two directors of the nursery are also joint managers and both work on a full-time basis. One director works in the toddler room and also oversees the baby room. The other director works in the office and oversees the pre-school and after school rooms. All staff have a suitable childcare qualification at levels 2 or 3. One director is also studying level 4 and the other director is currently completing an Early Years Foundation Degree.

Up to 56 children under eight years may be cared for at any one time. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 40 children on roll aged between nine months and 10 years, most are cared for on a part-time basis. Out of school care is with some children being taken to and/or collected from local nursery and primary schools; some are also cared for during school holidays.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The learning environment is safe and secure and is generally well set out with a varied range of activities, which are easily accessible for children. However, there are limited planned activities to promote children's large physical development and their knowledge and understanding of the world. Inclusive practice is promoted within the setting and children are making satisfactory progress in their individual learning and development. However, information about children's attainment when they first start is not currently sought from parents. Although adult to child ratios are maintained, staffing arrangements are not always well organised throughout the day to meet the individual needs of the children. For example, when staff undertake domestic or office duties. The providers have not yet implemented an effective system for self-evaluation in order to promote the continuous improvement of the provision. However, some areas for future development have been identified.

What steps need to be taken to improve provision further?

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

- ensure that staffing arrangements are appropriately organised throughout the day to meet the individual needs of the children
- implement an effective system for self-evaluation to promote the continuous improvement of the provision
- extend the range of planned activities and play experiences for children and include more opportunities to promote their large physical development and their knowledge and understanding of the world
- obtain information from parents about children's ability and attainment, particularly when they first start, and use this as a basis for their individual care and learning.

The leadership and management of the early years provision

Most records and documentation required for the safe and efficient management of the provision are available, well kept and up to date. There is also a varied range of policy and procedure documents available to support the management of the provision. However, the procedure for uncollected children is unclear.

Adequate recruitment, induction and vetting procedures are in place. However, the system for obtaining references for staff is inconsistent. Staff have appropriate access to ongoing training and development courses. Since registration, they have attended additional training relating to food hygiene, first aid, special educational needs and the Early Years Foundation Stage. A basic appraisal system is in place to identify staff's personal development targets and training needs. Staff demonstrate a good knowledge and understanding of child protection issues and are able to put procedures into practice. As a result, children are well safeguarded.

Attendance records and observation indicate that adult to child ratios and space ratios are effectively maintained throughout the day. However, staffing arrangements and activities are not always well organised or planned to meet the children's needs. For example, some staff often have to stop what they are doing with the children, such as when reading and singing, to answer the door or telephone. The door bell is currently broken, so visitors must telephone the nursery to gain entry.

There is no effective system for self-evaluation in place yet. However, some basic targets for future improvement have been identified. For example, the outdoor play area, the development of a sensory room and the availability of information and communication technology equipment for children.

Risk assessments are appropriately conducted and include the collection of children from other settings. Some actions have been taken to manage or eliminate risks to children and fire evacuation procedures are clearly explained by staff.

Inclusive practice is appropriately promoted within the setting. For example, children's individual needs in relation to dietary requirements are met. Staff also find out some key words from parents who speak English as an additional language, even though the children speak English at the nursery. This is so that

staff are able to understand what the children say if they do use non-English words that are spoken at home.

The setting works in partnership with parents and carers. Parents are kept informed about their children's achievements and progress through regular discussions with staff. They also have access to their child's 'learning journeys', which include photographs, development records and observations. Appropriate written information about the provision is available to parents in English. Parents are not encouraged to share what they know about their child's development when the child first starts to attend. This prevents staff being fully aware of children's starting points; therefore, progress is more difficult to evaluate. The nursery has started to liaise with some other providers for a small number of children in the setting, for example, some nursery and primary schools. The nursery also receives support from the local authority with the implementation of the Early Years Foundation Stage.

The quality and standards of the early years provision

Adults satisfactorily support children's learning by being involved in their play. The learning environment is well set out in some rooms, with a varied range of activities easily accessible for children. However, drawing paper is not readily available in the pre-school room. Also, some activities are set out for young children all day; this results in them becoming bored with some resources by the afternoon.

There is a satisfactory range of planned activities for the children which covers most areas of development and takes account of their interests. However, there are limited planned opportunities to promote children's large physical development and their knowledge and understanding of the world. Information from observation and assessment of children's development is satisfactorily used to inform future planning.

Children learn about keeping safe through general discussions with staff and when it is tidy up time, the children and staff state that this is 'Making the room safe' time. Children have some appropriate opportunities to be active and learn to understand the benefits of physical activity and a healthy diet. They are provided with satisfactory meals and snacks and have access to outdoor play. Children also learn to adopt some healthy habits, such as hand-washing, throughout the daily routine.

Children generally enjoy their learning and get excited about playing outdoors. They are helped to learn basic counting, colours and shapes, during the daily routine with support from staff. Children are encouraged to work with each other, share and take turns. They are well-behaved and behaviour is generally satisfactorily managed within the setting. However, children's imagination and free play are sometimes stifled by staff, who insist that the children keep toys in certain areas and play with them in certain ways.

Children begin to understand the wider world through their play and

communications. For example, they learn about their own and other cultural backgrounds and celebrations, such as Christmas and Chinese New Year. They have satisfactory access to some resources which positively reflect wider society, such as dressing-up clothes and books.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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