

# Little Treasures Academy

West Witney Cp School, Edington Road, WITNEY, Oxfordshire, OX28 5FZ

## Inspection date

Previous inspection date

10/09/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision is satisfactory

- Staff place a strong emphasis on safeguarding children. They maintain a safe environment and supervise children closely.
- Parents receive a warm welcome from staff and relationships between staff and children are friendly and mostly supportive.
- Children are developing a positive attitude to the enjoyment of physical activities in the fresh air as part of a healthy lifestyle.
- Staff are developing suitable partnerships with the school, which benefit the children by supporting continuity in their care and education.

### It is not yet good because

- The environment is not set out in a stimulating way to engage children in a wide variety of activities to support their creativity and imagination.
- Although children enjoy physical activities outdoors, they do not have many resources to help them explore the natural world or find out how things work.
- The organisation of snack time does not always best meet the needs of the children in the early years age group.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- Observations took place of children's play.
- Discussions were held with staff, parents and some children.
- Documents used to underpin procedures were scrutinised.

## Inspector

Jill Milton

## Full Report

### Information about the setting

Little Treasures Academy registered in 2012 and is owned by the private provider Living Waters UK Limited. The club operates from West Witney Primary School on the outskirts of Witney in Oxfordshire. The children predominantly use the school hall, library and outdoor areas. The intake of children is from West Witney Primary School.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates on weekdays during school term times from 3pm until 6pm. A holiday play scheme operates from 8am until 6pm during school holidays when there is demand. There are currently 27 children on roll between the ages of four and 10 years. There are six children attending in the early years age range. There are

three members of staff working in the club and they hold an appropriate range of qualifications.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- develop the educational programme for expressive arts and design by providing a more exciting programme of activities for children to express their imagination, feelings and creativity through a wide range of media, music and role play.

#### **To further improve the quality of the early years provision the provider should:**

- review the organisation of snack time to provide more appropriate support to younger children and encouragement for them to develop their communication skills
- extend the educational programme for understanding the world so children can explore, for example, how things work or aspects of nature.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children receive a warm welcome from staff and settle quickly into the routine of the club. Children in the early years age range mix harmoniously with the older children and join in cooperative games. Children are learning how to behave appropriately, with timely reminders from staff of simple rules like not running indoors. Staff find out about children's needs by liaising sufficiently well with parents about individual children's development. Staff hand out leaflets to parents providing introductory information about the Early Years Foundation Stage.

Children make choices about what they wish to play. Staff plan the sessions based mainly on child-initiated play so that children can follow their own interests. Children use their mathematical knowledge to play games that require them to count or match colours and shapes. They are keen to select boxed games from a low-level storage cupboard. Children can rest on a beanbag cushion while looking at a suitable selection of books. Staff provide support by engaging them in conversations about non-fiction books based on their interests, for example, dinosaurs. Children like to select drawing materials and staff praise their efforts. Over time, children access a basic range of materials, which they use to express some ideas. They use their senses, for example, when playing with clay or dough. Sometimes children use materials, such as fabric covers, to make dens. However, during some sessions, there are few stimulating opportunities for children to express their imagination and feelings. Children enjoy spending time outdoors where they play

energetically. They run freely on the large expanse of the school field and test their abilities on the trim trail. Some outdoor activities take place to support other areas of learning. However, there are at present few resources to support children's understanding of the world, such as equipment to explore nature or find out how things work.

Staff have a sound understanding of how to make observations of children's learning and development. They have suitable systems in place to begin monitoring the children's achievements and use the information to plan appropriate support once children settle. No children currently attending require support from outside agencies. Staff have an appropriate understanding of how to work in partnership with others if the need arises.

### **The contribution of the early years provision to the well-being of children**

Staff supervise the children appropriately to help keep them safe. Children are learning to manage risks themselves as they balance along beams outdoors. Staff are at hand with timely reminders about taking care. Children develop their independence as they access drinks for themselves or receive encouragement to prepare their own snacks. They are developing a positive attitude to staying healthy with daily energetic play outdoors. Staff act as suitable role-models, as they run with the children and join in with football games. There is a suitable friendly rapport between staff and the children. This helps children to feel emotionally secure. At snack time, children make healthy choices of fillings for their sandwiches and choose from a wide range of fresh fruits. Children follow sensible hygiene routines as they wash their hands before eating. Staff currently organise snack time as one large group. While this may have advantages in bringing everyone together, older children can dominate the conversations. Younger children in the early years age range sit quietly watching but not necessarily joining in with the lively discussions. Staff maintain a clean and safe environment for children to play and rest. They are building up their range of activities and resources. While these currently do not cover all areas in depth staff do recognise the gaps and are working to address them. Action plans are in place to build on club resources and to extend the range of activities to match children's interests.

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

Staff demonstrate a secure understanding of how to promote the safeguarding and welfare requirements. They follow policies and procedures that help to keep children safe and healthy. Staff undertake specialist level training in the area of child protection. They know the steps to follow if they have concerns for a child in their care. Recruitment procedures are sound and follow a sensible range of checks prior to staff working with children. On a daily basis, staff undertake suitable risk assessments of all areas the children may use in order to minimise hazards. Staff have valid first aid qualifications and are sound in their procedures to safeguard children's health. They follow clear procedures, such as wiping down tables prior to snack time or wearing disposable gloves when preparing and serving food.

Staff receive suitable support to extending their professional development. They all work in the nursery a short distance away, run by the same provider. The staff work cooperatively, covering tasks like collecting outdoor play equipment, without detracting from supervision of the children. During appraisals of their performance, they have the chance to discuss the positive impact of any training on their practice. They have a suitable range of qualifications, with experience of supporting children's learning and development. In this setting, they are not yet providing stimulating coverage of all educational programmes. Staff are beginning to evaluate their practice and staff meetings enable them to discuss issues relevant to the club. Actions plans are in place to address issues, with steady completion of realistic targets, such as renewal of safeguarding awareness. Staff encourage parental feedback through questionnaires and a suggestion box for children has regular additions. Children mainly voice their ideas for more activities, such as cricket or modelling using recycled materials. Staff are steadily responding to these requests, for example by adding dough to the craft materials. Staff are establishing suitable partnerships with parents and the staff on the school site. Partnerships with the classroom teachers at the school are developing in a promising way. Conversations take place when teachers accompany children to the club, to support continuity in care and education. Staff have meetings with the head teacher to discuss overall management issues of the club. Staff display an appropriate range of information for parents, such as the principles of play work and the procedure for making complaints. Parents speak well of the friendly approach of the staff and the usefulness of the care they provide after the school day.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in

	order to be good.
Grade 4 Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY443687
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	784880
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 10
<b>Total number of places</b>	32
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Living Waters UK Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01993706249

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## **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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