

Little Treasures at Wheeler Children's Centre

Wheeler Primary School, Wheeler Street, HULL, HU3 5QE

Inspection date	08/01/2013
Previous inspection date	08/01/2007

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff ensure children are very well prepared for the transition from one room to another and when they go to school.
- Children are making very good progress in their learning and development and are supported well by knowledgeable practitioners.
- Children are happy, interested and eager to try new experiences. They show good levels of independence, curiosity and imagination.
- Practitioners are good role models and deployed well to meet the children's needs

It is not yet outstanding because

- Self-evaluation processes do not take into account children's views and ideas to further enhance and develop the setting in line with children's interests.
- Children are not able to access snack times independently and are not always given the opportunity to use their individual preference when to participate. This means personal choice and self-care routines are not yet fully supportive of individual's preferences.

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.

Inspection activities

- The inspector observed activities throughout the nursery and the outside area.
- The inspector looked at children's learning journeys, personal records, assessment documentation and information made available to parents.
- The inspector spoke to staff and management throughout the inspection and observations.
- The inspector took account of the information provided by verbally during the inspection.

Inspector

Caroline Basham

Full Report

Information about the setting

Little Treasures registered in 2006 and is on the Early Years Register. The nursery is linked to Rainbow Children's Centre and integrated within a refurbished part of Wheeler Street Primary School located in the Anlaby Road area of west Hull. The facility is registered for 56 children and operates from four main play rooms and has a fully enclosed area available for outdoor play.

The nursery employs 13 members of childcare staff who all hold appropriate early years

qualifications at level 3 or above. The nursery opens Monday to Friday from 7.30am until 6pm, excluding public holidays and two weeks at Christmas. There are currently 74 children attending and the nursery provides funded early education for two-, three- and four-year-old children. Children in receipt of funded early education are based in the Foundation Stage One area of the school. The setting supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- use the views and opinions of children in the self-evaluation process to further develop the provision
- provide further opportunities to support children's independence and self-care skills at snack time, for example by providing free flow snack time.

Inspection judgements

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

Children succeed, are highly motivated and show great enthusiasm as they play and are supported by practitioners who have a very good understanding of how children learn and develop. Children's interests are captured and enhanced through a balance of child-initiated and adult-led experiences both indoors and out. Children enjoy the freedom of choice and access the well-resourced outdoor area, as required. They run, jump, pedal and push a variety of bikes and equipment and help to care for the nursery's pet guinea pig. Teaching techniques are good because staff interact effectively, use appropriate language and are committed to enhancing children's learning through play. They know children well and use this knowledge to plan appropriate, interesting and fun activities for all children.

Children's early writing skills are developing well and evidence of this is seen as children happily use the crayons and pencils to make marks that begin to resemble early letter formation. Children use scissors confidently to cut out their pictures and are proud to show their creations to other children and nursery staff. Displays are bright and welcoming and show a map of the world detailing where individual children were born and the home languages spoken. Practitioners provide effective support for children emotionally and with the acquisition of language and communication. Basic words are used from several languages to help settle and support children with English as an additional language.

Planning and monitoring is effective across the seven areas of learning and offers interesting and challenging experiences whilst meeting the needs of all children. This is because assessment at all ages is precise and focused. Practitioners work closely with parents sharing information about individual children's needs and interests and use this information effectively. Practitioners are able to demonstrate that all children including those with English as an additional language and special educational needs are progressing well towards the early learning goals.

The well-resourced learning environment helps to support and extend children's learning across all areas. Children use the book area independently but also enjoy group story times. They are confident in taking turns to contribute to stories and able to predict what is happening. Younger children enjoy the challenge of posting the shapes in the shape sorter and climbing into the sand tray to explore their surroundings under the close watchful eye of practitioners.

There is a good partnership with parents and their comments about the provision are good. They are invited to visit and there is an open door policy. Most prefer to come to events on a Saturday, such as open days, as they work. Strong relationships are being built with new families and information is shared upon registration with staff gathering 'all about me' starting points to inform planning.

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

Interaction between practitioners and all children is strong and very close secure emotional attachments are formed within all age groups. Children show high levels of confidence and self-esteem and they delight in helping and showing others where to go and how to put things away. The key person system supports families well and they know their individual key children and their care routines, dietary requirements, likes and dislikes. Babies settle well because practitioners know their individual likes, needs and routines. Their nappies are changed regularly, with good procedures in place and staff ensure that their noses are wiped and their hands washed before food. They go to sleep happily and feel secure due to close staff care and attention to help them settle. The older children have a good awareness of healthy practices as they wipe their noses and wash their hands after personal care and before food.

Transitions across the provision and to the primary school are exceptionally secure. These are implemented through working in close partnership with parents and carers and early education funded children are cared for in the Foundation Stage One classroom, in the adjoining school.

Children enjoy healthy, nutritious meals provided by the school. Toast and fruit is offered for snack and children enjoy celebrating special occasions with a cake. Water is available to drink throughout the day and children are encouraged to pour their own drink, gaining independence and learning to meet their own needs. Snack time however, is a structured adult-led group time activity which does not give children the opportunity to make their own choices or to access snack time independently. Children are starting to understand

the importance of keeping safe and know not to run indoors and are able to explain why this is important. Children hold hands and walk sensibly to the toilet area to wash their hands prior to meal times.

Practitioners are good role models and are deployed well. They provide clear guidance for children about what is acceptable behaviour and due to this, children behave well and are kind and caring towards one and other. Children enjoy dressing-up in the role play area and play together acting out their own imaginary characters. Such role play experiences help the children to develop early friendships and enhance early social skills initiating conversation and cooperation skills.

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

Children are safeguarded competently and are cared for by practitioners who have been fully vetted to ensure their suitability. Practitioners are fully aware of their responsibility in protecting the children within their care and have clear policies and procedures in place to support them. All children and their families are warmly welcomed and valued. The setting fully understands their responsibility to work with parents and other agencies to meet the needs of children with special educational needs and/or disabilities and those who speak English as an additional language.

Extensive partnerships with parents and other appropriate professionals enable parents to play a full and active role in their child's learning. Parents' views are sought through discussion, open days, questionnaires and surveys. Information gained is much valued, used and taken into account within self-evaluation procedures. Children's views and ideas are not yet used within self-evaluation to enhance and develop the setting in line with their interests.

Strengths and weaknesses have been identified and the management team have detailed plans in place to sustain and further develop the provision for children. The ongoing supervision and appraisal procedures ensure practitioners highlight any concerns, recognise any special achievements and identify future training needs. They can therefore continue to support their future professional development to further enhance the good care and education they provide.

Planning and assessment are monitored to ensure they are consistent and precise and display an accurate understanding of all children's skills. Individual children with identified needs are targeted to enable appropriate interventions to be put in place. Educational programmes are regularly monitored to ensure a wide range of experiences are available to enhance children's learning.

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

Unique reference number	EY337000
Local authority	Kingston upon Hull
Inspection number	820668
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5

Total number of places	56
Number of children on roll	74
Name of provider	The Governing Body of Little Treasures at Wheeler Children's Centre
Date of previous inspection	08/01/2007
Telephone number	01482 353125

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Type of provision

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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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