

Little Treasures Nurseries Pinchbeck Ltd

14 Knight Street, Pinchbeck, SPALDING, Lincolnshire, PE11 3RB

Inspection date

Previous inspection date

07/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children have good opportunities to learn through play due to the range of toys and resources, which they have access to in the welcoming playrooms.
- Staff engage well in children's play, supporting and asking questions. This promotes children's language and communication, as well as helping them to develop critical thinking skills.
- Children are settled, enthused and motivated in their play. They show good levels of independence and curiosity, while behaving well and considering the needs of others while playing together.
- Good relationships with the local school ensures children are well-prepared for their next stage in learning and effectively supported with transitions.

It is not yet outstanding because

- Children are not able to consistently choose from a wide range of resources to support their writing and drawing skills outdoors.
- There is scope to improve the effectiveness of self-evaluation by monitoring the effects of any improvements made to ensure these have been successful.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all rooms and the outdoor environment.
- The inspector spoke to the manager, staff and children throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector looked at the nursery's self-evaluation document, a selection of policies, procedures and children's assessment records.
- The inspector took account of the view of parents spoken to on the day.

Inspector

Michelle Morley

Full Report

Information about the setting

Little Treasures (Pinchbeck) was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a purpose built premises in the village of Pinchbeck, Lincolnshire. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 39 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance the outdoor learning environment to further include opportunities for children to develop their writing and drawing skills
- enhance the effectiveness of the self-evaluation process by monitoring and reviewing the effect of any improvements made, in order to ensure that they have the maximum impact on raising children's achievements over time.

Inspection judgements

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

The educational programmes have depth and breadth across all areas of learning. As a result, children are making good progress towards the early learning goals and are gaining the key skills needed for their next steps. Systems for ongoing assessment of children's progress allow staff to identify and set challenging next steps through purposeful planning. There is a good selection of materials to support drawing, writing and reading skills in the pre-school room. However, there is scope to improve the outdoor area to provide further writing and drawing opportunities to enhance children's literacy skills. Children have access to a diverse selection of books, which they enjoy looking at and extends opportunities for learning. For example, two children share a book together and one child spontaneously counted the footballs on the page. She then passed the book to

the other child who in turn counted the footballs, which led to a lengthy conversation between the two children about their findings. This enhances their learning in maths, literacy and develops their social skills.

Staff effectively listen to children and ask challenging questions during activities in order to extend their knowledge and understanding. Children are encouraged to think critically and express their own ideas through their creations. For example, as children make Father's Day cards they express their ideas about how to make a picture of daddy. Staff provide a range of materials for them to choose from and arrange on their card. This is supported by skilful questioning and encouragement by staff and as a result, children develop confidence to experiment with different media. Children happily move around to investigate the interesting activities because staff encourage them to try for themselves. For example, children develop their skills when using technology through the use of appropriate computer programmes. Children confidently know how to click on different icons to cause things to happen in a computer programme. Babies enjoy exploring cause and effect toys and with adult support they confidently post different shapes into a sorter.

Children who have identified special educational needs and/or disabilities or English as an additional language are supported well. The nursery's special educational needs co-ordinator has a good knowledge and understanding of her responsibility to meet the individual needs of all children. As a result, appropriate support is in place to ensure every child is given the opportunity to reach their full potential. Staff value and understand the importance of sharing information with parents. They participate in daily discussions about children's interests and achievements, and welcome parent contributions, which help to inform the planning. Annual parent evenings provide opportunities for parents and key persons to discuss children's progress in detail.

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

The nursery rooms are welcoming, stimulating and well-resourced. The baby room has a homely feel and provides a good selection of resources for the children to explore. For example, a combination of natural and metal treasure baskets develops curiosity through sensory experiences. Children are able to access a broad range of toys and equipment independently and are encouraged to make their own decisions. All children form positive and trusting relationships with their key person and other staff because there is a good level of adult attention and warm interaction. This supports them to be secure and develop their growing independence. Children's behaviour is good because staff are positive role models and set clear expectations and boundaries. The children have made good relationships with each other and consistently play together and share. For example, two boys at the computer take turns, sharing the mouse after each turn. This clearly showed a sense of respect for each other and a special friendship. Staff praise children for their efforts and accomplishments which develops children's self-confidence and self-esteem. As a result, children are proud of their achievements and enjoy sharing them with staff. Children's work is displayed on a variety of interesting wall displays throughout the nursery. For example, the daily routine timetable has been created by the children as well as the birthday board. There is also a display for their artwork, this enables the children to feel valued and have a sense of belonging.

Care practices are good and support children's emotional well-being and welfare. Parents provide slippers for the children to wear inside to allow them to be comfortable during the day. This provides an opportunity for the children to practice their self-care skills when changing into their shoes before going outside. Children are encouraged to use the toilet and wash their hands independently and are developing good personal hygiene. Routines are clearly embedded throughout the day, which includes the snack bar provided on a rolling basis. Children freely access a healthy snack from a selection of prepared fruit and help themselves to a drink of milk or juice. This supports the children in making healthy choices based on their needs and likes. However, learning opportunities could be extended by allowing the children to prepare their own fruit with adult supervision. All meals and snacks are freshly prepared on site and meet the needs and preferences of all children. The nursery shows a high level of support in adhering to children's dietary needs in line with guidance from parents. For example, parents who follow the 'baby led weaning' programme work cooperatively alongside staff to ensure their wishes and requirements are met.

Children show a good understanding of safety as they follow expectations, such as lining up at the door ready to go outside. They participate in regular fire drills and know how to evacuate the premises promptly. The children have access to an enclosed outdoor area and sun cream is supplied by the nursery and applied with parental permission during hot weather to keep children protected. Physical development is well-promoted outdoors as children competently use scooters, slides, and balancing equipment.

Children are well-prepared for their next stage in their learning because the nursery has built up strong links with the local school. The children have regular opportunities to visit the local school and attend assemblies and plays in order to support the transition process. Other local schools in the area are invited into the nursery to meet the children and this ensures every child is supported well. Children have regular opportunities to explore their local community to include visits to the library, garden centre, police station and fire station. This allows children to learn about the world around them and take an interest in different occupations and ways of life.

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

The manager is committed in driving the nursery forward. She has a good knowledge and understanding of the Early Years Foundation Stage learning and development requirements. Educational programmes are monitored effectively and as a result, children are progressing well in all areas of their learning and development. The manager monitors the quality of teaching on a daily basis by spending time in both rooms and working closely with staff. Children's progress is monitored through an electronic tracking system. This allows the manager to view progress as a whole and identify any gaps in learning.

The manager and staff have a secure understanding of the safeguarding and welfare requirements. All staff receive appropriate safeguarding training and have a good understanding of child protection. Thorough risk assessments are carried out daily to

minimise hazards and risks in the indoor and outdoor environments. Effective systems are in place to ensure resources are clean and safe for the children to use. There are appropriate written policies and procedure in place in relation to child protection. These are accessible to both parents and staff and cover the use of mobile phones and cameras in the nursery. The manager routinely monitors accident and existing injury records to ensure all children thoroughly safeguarded. Security of the nursery is good and the staff are vigilant at all times, which minimises the risk of unauthorised persons entering the premises.

Partnerships with parents are well-established. They are kept informed about their children's progress through daily conversations and parents' evenings. Parents' views are gained from questionnaires, which contribute to the nursery's self-evaluation and improvement plan. Management and staff work closely alongside parents to effectively support new children settling-in. The manager shows a flexible approach to ensure the hours children attend support and meet their specific needs. Parents spoken to at the time of the inspection felt that their children are happy, settled and secure. They comment that progress is good and they will be sad to leave when their children move on to school. The nursery places a strong emphasis on working with external agencies and has built up good relationships with the Early Support Care Co-ordination Service. The manager attends regular managers' briefings, transition and inclusion review meetings. This strengthens the delivery of inclusive practice and ensures the nursery keeps up-to-date with current legislation and requirements.

There is a detailed improvement plan in place, which successfully identifies and prioritises areas for development. However, there is room to enhance the evaluation process by monitoring and reviewing the effectiveness of any improvements made, so that staff know how successful they have been in raising children's achievements. Recruitment and vetting procedures are robust and all staff received a thorough induction process. Annual staff appraisals are carried out to identify training needs and support continued professional development. Staff supervisions are in place and are reviewed on a six week basis. These provide support, coaching and training to promote the interests of the children.

The Childcare Register

The requirements for the compulsory 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 action. 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	EY458268
Local authority	Lincolnshire
Inspection number	897023
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	35
Number of children on roll	39
Name of provider	Little Treasures Nurseries (Pinchbeck) Ltd
Date of previous inspection	not applicable
Telephone number	07983 950797

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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, which are usually the childminder's 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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