

Little Treasures Day Nursery

38 Laidleys Walk, FLEETWOOD, Lancashire, FY7 7JL

Inspection date	11/09/2013
Previous inspection date	30/01/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 make good use of their knowledge of how young children learn. This helps children and babies to make continuous progress in all aspects of their learning and development.
- Staff know their key children well, enabling them to meet children's individual needs effectively.
- All staff consistently give the highest priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe and healthy.
- Partnerships at all levels are well established and regular communication is effective in ensuring children's needs are known and met.

It is not yet outstanding because

- Some opportunities for staff development are missed because staff training mainly focuses on areas of interest rather than the development needs of staff.
- Resources and opportunities to support children's understanding of time, weight and length has scope for development.

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 looked round all rooms within the nursery and the outside area.
- The inspector spoke with the manager, staff and children throughout the inspection. The inspector also spoke with parents.
- The inspector looked at documentation. This included children's records, policies and staff records.
- The inspector carried out observations of the children's interactions with staff during activities.

Inspector

Sandra Harwood

Full Report

Information about the setting

Little Treasures Day Nursery was registered in 2010 and is on the Early Years Register and compulsory part of the Childcare Register. It is situated in a detached building and serves the local community in Fleetwood. It operates from 10 playrooms and there is an enclosed area available for outdoor play. The nursery employs 16 members of childcare staff. Of these 14 hold appropriate early years qualifications between level 2 and level 5. A cook is also employed.

The nursery opens Monday to Friday all year from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 95 children attending who are in the early years age group. The nursery provides funded early education for two- three- and four-year-old children. It supports children with 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:

- provide resources and opportunities for children to develop their understanding of time, length and size
- use a variety of resources, such as peer on peer observations to better identify training needs for all staff.

Inspection judgements

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

Staff have a good knowledge of the learning and development requirements of the Early Years Foundation Stage. They demonstrate their understanding of how to support young children's learning as they adapt and adjust activities to enable all children to succeed. The warm welcome from staff when parents and children arrive each day gives them an informal opportunity to exchange information or concerns. This provides valuable information for staff to be able to meet the changing needs of parents and children. Parents contribute to their children's initial assessment as they enter the nursery. They are kept informed of progress through the daily written and verbal feedback and the sharing of their child's files which enables them to be involved in their learning. There is relevant information available for parents on notice boards, and in a parents' handbook. Staff carry out regular and accurate observations of children and use the information to identify next

steps and inform planning for individual children. The implementation of the required progress check at age two, in partnership with parents, ensures that any gaps in children's learning are promptly identified and effective support put in place.

Staff across the nursery are continually at the children's level, for example, they sit on the floor as they play with the babies, to encourage sharing and mirror and repeat babies actions and sounds. This develops communication and language skills. Staff use everyday situations to promote older children's counting skills. For example, they count the children as they line up and ask them how many children came down the stairs. However, there is less opportunity for children to explore and learn about other areas of mathematical development, such as length and time which means their understanding is limited. Babies show increasing confidence and curiosity. They happily move around the environment, supported well by staff. Babies enjoy the sensory play with sand and investigate the range of musical instruments, smiling happily as they repeat their actions to make noise. Toddlers and staff enjoy singing action songs together, while others enjoy opportunities to make marks through painting or crayons. They share conversations about spiders; a staff member asks the children if they would like her to draw a spider, enabling children to copy as they develop their early skills. Pre-school children enjoy painting together on a large piece of paper. Staff use incidental teaching opportunities when they request different colours, encouraging them to think about changes as white paint is added. This encourages their understanding of changes and develops their thinking and language skills. Children begin to understand that tools are used for a purpose when they use the tape cutter as an alternative to glue, as they develop their creative skills. Children enjoy using their imagination in the well-equipped role-play area. Older children establish their own roles and get into character; 'the policeman' looks seriously at children when they do not initially respond to him. Toddlers in the role-play kitchen tell a member of staff what they are going to make and she enthusiastically responds, much to the joy of the children. Outdoors, children enjoy using the different play equipment supporting their development in each area of learning. For example, they make marks on the large blackboard with chalks, or enjoy sand and water play. Younger children begin to learn how to negotiate the larger space outside which promotes their problem-solving skills. The environment is bright and welcoming. It supports and values the languages of all children by displaying lists of words from different home languages. Key words are learned by staff to help support children's language skills.

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

All appropriate safety equipment is in place and secure at all times with notices on doors to ensure checks are carried out. Children descend the stairs carefully with staff supervision. They are told why they have to hold the rails and not jump on the stairs which promotes children's understanding safety.

Children and babies throughout the nursery display a strong sense of belonging and are settled and happy. They show good levels of self-esteem and confidence as they engage visitors and staff in their play. Children work well together as they talk about the computer

game, telling each other which house is theirs, saying 'mine's the pink one' and pointing to it. Children work independently as they practise their cutting skills and show a growing concentration as they persevere to succeed. Children are assisted in making a smooth transition from home to nursery because of an effective key person system and settling-in process and through working closely with parents.

Behaviour across the nursery is very good and children are encouraged to take responsibility and staff provide opportunities for children to be independent. For example, they learn to tidy up and help each other tidy up at set times, such as mealtimes. As children move on from room to room and reach the pre-school rooms, routines and activities are planned to develop the skills children need as they prepare to move onto school. Staff are good role models across the nursery as they promote the use of manners and show respect for each other and the children, which has a positive effect on children's attitude.

A good range of resources and well-planned rooms enable children to freely access the continuous provision and support all children's learning. Children enjoy access to outdoor play where they develop their physical skills. Regular outings to the beach further promote these skills and support children's understanding of the wider world. A dedicated sensory room encourages all children to explore with their senses or relax in a calming atmosphere. A varied range of healthy meals and snacks, freshly prepared and cooked on the premises are provided for the children. Staff use opportunities through role play and as they sit with the children at mealtimes, to share ideas about being healthy and healthy foods.

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

All staff have received safeguarding training and are confident in their role to protect children. They discuss the process to follow, including concerns around adult behaviour and this is supported by visual reminders including e-safety in the staff room. Premises and perimeters are safe and secure with daily risk assessments carried out to identify any concerns and immediate action taken. Full risk assessments are also carried out and evaluated after the many regular outings to the local community. All policies and procedures are consistently implemented and regularly updated to ensure the children's welfare is protected. Staff ratios are met and requirements displayed as visual reminders for staff who work together well as a team. They communicate well to ensure children are well supervised at all times and room leaders effectively deploy staff to ensure children are protected.

The manager uses information from a variety of sources to support a good evaluative process. As a result, identified improvements have had a positive impact on the nursery and on children's learning. Robust steps are taken to safeguard children, including strong vetting and employment procedures to ensure adults are suitable to work with children. Clear inductions for new staff and students ensure they are aware of their roles and responsibility which means that children's welfare is protected.

The manager and room leaders regularly monitor the delivery of the educational programmes and general practice. This helps to ensure that all staff are following the policies in practice and providing effective teaching to help children progress. Similarly, children's individual records are regularly checked to ensure they are accurate. Staff appraisal and team meeting support all staff and identify areas for improvement. However, training for staff is mainly targeted through staff interest which means that opportunities to identify individual training needs are not always identified.

Partnerships with outside agencies are well established and make a strong contribution to children's achievement and well-being. Communication takes place regularly to ensure information is shared and used to promote children's well-being. Relationships with parents are well established and very positive which ensures that children's individual needs are effectively met. Parents are kept well informed about their children's progress and staff helps parents to support their children's learning in different ways. This effective liaison with parents contributes to children's development. Comments, such as 'my child has come on in leaps and bounds' and 'friendly approachable staff' and 'really supportive of me and my children' support this.

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	EY407122
Local authority	Lancashire
Inspection number	931426
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	77
Number of children on roll	95
Name of provider	Gail Gibbons
Date of previous inspection	30/01/2012
Telephone number	01253870055

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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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