

# Little Treasures Wraparound Care

71 St Barnabas Road, LINTHORPE, Middlesbrough, TS5 6AZ

## Inspection date

24/01/2014

Previous inspection date

02/03/2009

## 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

- Practitioners have a good understanding of how to promote the safety and welfare of the children in their care. They minimise risks so that children are able to learn and play in a safe environment.
- Partnerships with parents are strong. Parents speak highly about the nursery and the different ways the manager and practitioners support them in helping their children to settle and involve them in their learning.
- Teaching is good because of practitioner's positive interactions. Children are achieving well and are motivated and keen to learn. They explore confidently and play purposefully and are developing skills they need to support the next stage in their learning.
- Children's behaviour is good and they play happily together. This is because practitioners are good role models and use consistent and clear boundaries to help children to understand and follow the positive rules at the nursery.

### It is not yet outstanding because

- The organisation of mealtimes, particularly on busy days, does not always enable children to fully enjoy the social occasion and for children and staff to sit together.
- There is room to extend opportunities for babies in particular to explore a wider range of natural materials and sensory experiences, for example, by introducing treasure baskets of different materials and objects.

## 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector viewed all areas of the premises and observed activities in all of the childcare rooms and the outside play area.
- The inspector held discussions with the management team at the beginning of the inspection and throughout the inspection.
- The inspector talked to practitioners and children at appropriate times throughout the inspection.
- The inspector held a meeting with manager and conducted a joint observation with the her.
- The inspector took account of the views of parents spoken to throughout the inspection.
- The inspector sampled children's assessment records and planning documentation, checked evidence of suitability and qualifications of practitioners working with children and looked at the nursery's self-evaluation form and some written policies.

**Inspector**  
Karen Tervit

## Full report

### Information about the setting

Little Treasures Wraparound Care was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is owned by a limited company. It is situated in the Linthorpe area of Middlesbrough. It serves both the local and surrounding areas. Children are cared for in four childcare rooms. There is an enclosed area available for outdoor play. There are currently 74 children on roll, of whom 58 are in the early years.

The nursery is open Monday to Friday, all year round, excluding public holidays. Operating times are between 7.30am and 6pm and children attend for a variety of sessions. The nursery employs 10 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including the manager who has a level 5 childcare qualification. The nursery also employs a chef and a building and maintenance director. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of 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:

- review the arrangements for mealtimes, particularly on busy days, so children and staff can sit together comfortably and chat about what they are eating
- enhance the opportunities for babies to explore a wider range of natural materials and sensory experiences, for example, by introducing treasure baskets enabling them to investigate different sounds and textures.

## Inspection judgements

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

Practitioners have a good understanding of the Early Years Foundation Stage and of how children learn and develop. The quality of teaching is good. Before caring for children, practitioners work closely with parents to establish children's starting points. This gives them important information of what children already know and can do so they can plan challenging, personalised learning experiences for children. The next steps in children's learning are clearly highlighted for practitioners to follow when planning further activities for their key children. As a result, children enjoy a wide variety of stimulating and imaginative activities which are planned by practitioners to meet their individual learning needs. Regular assessments and the completion of the required progress check at age two

help practitioners easily and quickly identify if there are any gaps or delays in children's learning, which they then address in their future learning and development plans. This ensures that children are well supported to move on to their next steps in learning, including nursery and school when the time comes.

Practitioners show great interest in what children are doing and notice and praise their achievements. This encouragement motivates children to persevere. Practitioners talk with the children about what they are doing and ask questions to help them make links in their learning. For example, toddlers show great interest in vehicles and practitioners sit with them and encourage them to count the wheels on the train and name the different colours on the helicopter. They go on to name the different parts of their vehicles and find objects which are the same colour. Children love dancing and singing and younger children clearly enjoy this as they dance and march to the songs. They develop their understanding of number and size because practitioners use mathematical language in singing number rhymes and introduce words, such as tall and small. Children are beginning to recognise their own name as they choose their own name and photograph at the beginning of the session and display it on the wall. All children receive good opportunities to make marks, for example, they paint indoors and outdoors and use different items in wet and dry sand. Older children are able to write their own names. Outdoors practitioners plan an interesting environment, where children can weave ribbons through the attractive sunflower, have time to run around, crawl through tunnels, ride their tricycles and balance on the low level planks of wood. Alongside this they take part in a range of interesting outings to places, such as, the beach, museums, fire and police stations. This helps them to become more aware of their local community. Practitioners build a firm foundation for children to become skilled communicators. Children with English as an additional language are appropriately supported. For example, staff know simple words and phrases in children's home language. The nursery is a print rich environment with colourful displays showing what children are learning, alongside these names, signs, flashcards and posters are displayed, to support children in recognising simple words. Practitioners constantly talk to babies during their activities and babies show their enjoyment as they babble and start to pronounce recognisable words in return. Practitioners show genuine pleasure when babies practise their counting skills, successfully counting to four for the first time. They give babies lots of eye contact as they change their nappies, tickling their tummies and gently singing to them. Consequently, babies giggle as they twinkle their stars. However, there is room to enhance the opportunities babies have to explore a wider range of natural materials and sensory experiences.

Parents read about their children's progress and see photographs of their children engaged in activities, helping them to have a clear picture of their time at nursery. They also engage in daily chats when practitioners update them about achievements and what activities their children have enjoyed doing. Parents are very happy with the way they are kept informed of their child's progress; they comment that their child 'is much better at talking and sharing as well as making friends' and their 'speaking and counting is coming on'. The management team spend time on a one-to-one basis with parents of children who are learning English as an additional language, translating information into their home language to ensure they are fully aware of and involved in their children's care and learning.

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

The management team and practitioners provide an environment which is warm and very welcoming for all children and their families. A well-established key person system is in place and staff are highly experienced and sensitive in helping children to form secure attachments. As a result, children part from their parents confidently and are happy and settled in the nursery. A wide range of information is shared when children begin attending the nursery. Parents complete an 'All about me' documentation which enables practitioners to provide continuity in children's personal, emotional and physical well-being. Parents speak extremely highly of the procedures put in place and the care shown by practitioners to help children to settle and to effectively manage the move from home to the nursery. Transitions between rooms are also effectively managed. Children visit their new room frequently and get to know their new key person well, before they move permanently. Detailed information is exchanged between rooms to ensure all practitioners understand each child's unique needs and parents contribute to transition plans. Children are equally well supported when they transfer to local schools. Staff encourage them to develop their independence skills, such as dressing themselves. Visits to local schools are followed up effectively as staff encourage children to talk about their visit and their future teachers. As a result, children are well prepared for the next stages in their learning.

Practitioners provide a wide range of resources and activities which appropriately challenge children across all areas of learning. Resources inside and outside, are of good quality and are organised invitingly to encourage children to make their own choices about their play. This promotes their confidence and self-assurance. Daily risk assessments ensure the areas used by children are free from hazards and practitioners consistently give high priority to the safety of children. The nursery effectively promotes all children's understanding of diversity and plans activities that encompass different celebrations, for example, children are taught about various festivals and cultural celebrations throughout the year. Alongside this they are encouraged to try new foods, such as haggis linked to their celebrations of Burns Day. Children behave very well at the nursery as a result of practitioners being good role models and celebrating their achievements. Regular outdoor play means that children benefit from plenty of fresh air and exercise.

Children stay healthy because the nursery follows effective procedures and daily practices, which meet the children's physical, nutritional and health needs. The nursery cook prepares nutritious meals and snacks using fresh ingredients, which take account of children's individual dietary needs. Practitioners keep parents fully informed about what their children have had to eat. Children benefit from the use of a dedicated dining room, where babies get the opportunity to enjoy the social experience of mixing with older children. However, on busy days there is not always enough room for staff and children to sit together comfortably. This limits the opportunities for staff to act as positive role models and encourage conversations about the food they are eating. It also results in younger children having to wait a long time for their snack. All children are encouraged to develop their independence skills as they serve their own food and pour their own drinks, with babies being gently encouraged to feed themselves.

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

The management team have a good understanding of their responsibilities in meeting the welfare and the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Practitioners monitor the provision as a team and highlight areas for development to enhance learning opportunities for children. Planning is monitored effectively; this means that any areas of underachievement are quickly identified and appropriate interventions are put into place. There are good recruitment procedures in place and all practitioners and students have appropriate checks carried out. Thorough induction procedures mean that new practitioners and students have a clear understanding of their role within the nursery. Safeguarding is good because the manager and practitioners understand their responsibilities. Practitioners have recently updated their safeguarding training and they know what to do if they have a concern about a child. Policies and procedures are all well written and suitably organised. Staff revisit the nursery's policies regularly and answer key questions, ensuring they are all fully aware of the nursery's procedures and care for children in a safe and consistent manner. The nursery has a clear policy for the collection of children, which ensures that they are only collected by people authorised by parents or with the use of a password. This helps to keep children safe. Safety is further promoted through daily risk assessments. This means that all the areas of the nursery are checked, hazards are identified and action is taken to reduce risk. All staff have an appropriate first-aid qualification; consequently, children are well protected in the event of a minor accident or injury. Effective systems are in place covering all aspects of children's care, including the robust recording of accidents and any medication administered.

Self-evaluation is good because the manager and practitioners identify what they do well and how they help children learn. They have clear plans for improvement, working closely with the local authority to bring about any necessary changes. Practitioners seek feedback from parents and children and act upon suggestions given. This means that the views of parents and children are taken into account when evaluating the nursery. The manager and practitioners discuss training and development needs and their performance is assessed in line with their job description. Practitioners regularly access training and the manager ensures they have suitable opportunities to feedback to their colleagues. Consequently, staff knowledge and skills are continually improving to promote the good education and development of all children. Recommendations from the previous inspection have been positively addressed. This means that the nursery has a good capacity to improve further.

Partnerships with parents are good as practitioners provide a verbal handover at the beginning and end of the day. Parents like the welcoming atmosphere and feel that the practitioners are friendly and approachable. They enjoy hearing what their children have been doing each day and have regular meetings where they can look at their children's learning journals in more depth. There are effective links in place with other agencies, so that staff are able to seek additional support for children if needed.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY381406
<b>Local authority</b>	Middlesbrough
<b>Inspection number</b>	870851
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	56
<b>Number of children on roll</b>	74
<b>Name of provider</b>	Little Treasures Wraparound Care Ltd.
<b>Date of previous inspection</b>	02/03/2009
<b>Telephone number</b>	01642 350937

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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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