

# Little Treasures Pre-School

Wamil Way, Mildenhall, BURY ST EDMUNDS, IP28 7JU

## Inspection date

Previous inspection date

30/01/2014

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 requires improvement

- Staff and children form warm, trusting relationships and as a consequence, children are happy and enjoy their time at pre-school.
- Secure partnerships with parents are in place and this means there is a satisfactory sharing of information about children's care and learning needs. As a result, children are making suitable progress towards their early learning goals.
- Staff have a secure understanding of safeguarding procedures and make adequate consideration for children's safety in the pre-school. Consequently, children are able to play and learn contentedly.

### It is not yet good because

- Performance management systems are not well embedded and are not always sufficiently focused on improving the quality of teaching.
- Teaching is inconsistent for older children and this means that their progress is not always promoted well.
- There are occasions when the routine at snack time and the preparations for outside play take too long and, as a result, children's activities and learning are interrupted.

## 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.

## Inspection activities

- The inspector observed activities in both rooms of the pre-school and in the outside learning environment.
- The inspector held a meeting with the proprietors and spoke with children and staff at appropriate times throughout the inspection.
- The inspector and room leader took part in a joint observation.
- The inspector took the views of parents into account.
- The inspector looked at children's learning journals, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.

## Inspector

Jacqueline Baker

## Full report

### Information about the setting

Little Treasures Pre-School was established in 2009 and was re-registered in 2013 on the Early Years Register. It is privately owned. The pre-school operates from premises in Mildenhall, Suffolk. There are two play rooms and associated facilities. The premises are accessed via a ramp. Children have access to two enclosed, outdoor play areas. The pre-school employs 12 members of staff, 10 of whom hold appropriate early years qualifications to at least level 3, including one of the proprietors who holds Early Years Professional Status. The pre-school is open from Monday to Friday for 45 weeks of the year. The pre-school closes for three weeks in August, two weeks at Easter and two weeks at Christmas. Sessions are from 8am to 6pm. There are currently 65 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds. The pre-school 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 meet the requirements of the Early Years Foundation Stage the provider must:

- improve performance management to identify weaknesses in staff practice and provide support and coaching to promote the interests of children
- improve teaching for older children, to ensure that learning opportunities are maximised and children's positive progress is ensured

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

- review the organisation of snack time and the way in which children prepare for outside play, so that less time is spent tidying away and gathering clothing and children able to continue with activities purposefully.

## Inspection judgements

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

Staff at the pre-school have a suitable understanding of how children learn through play. They provide a bright and colourful environment where children are encouraged to explore, learn and follow their own interests. Staff ensure there is an appropriate balance of adult- and child-led activities to promote children's development and, at times, children's learning is enhanced well. For example, younger children's and babies' communication skills are encouraged by knowledgeable staff who understand how,

through play, they can enhance and develop children's vocabulary successfully. Staff roll a ball towards children and use one or two simple words such as 'ball' and 'ball rolling' to describe both the toy, and the action. As a result, younger children soon learn the appropriate words and are becoming confident talkers. However, there are inconsistencies in the teaching for older children. Activities are largely interesting to children but sometimes staff do not ask open questions or give children enough time to consider their answers and respond appropriately. As a result, children begin to lose interest and learning opportunities are sometimes missed.

Children's literacy skills are promoted satisfactorily at the pre-school. As they arrive in the morning older children are able to select their own name card and take this eagerly to register themselves in their room. The environment has plenty of examples of writing displayed and, during circle time, staff write short sentences on the white board. In this way, children are gaining an understanding that text carries meaning and this helps to prepare them for their next stage in learning, including school. Older children are generally engaged in activities and are becoming active learners as they seek out toys that interest them. However, the organisation of snack time and the preparations for outside play are long and drawn out which results in children spending too much time in tidying activities or waiting for others to find coats, hats and boots.

Staff observe children as they play and make satisfactory assessment of children's progress. Children's individual 'Learning Journey' documents are readily available in the parents' room and frequent discussions with staff mean they are fully aware of children's progress. Those requiring further support are identified and ways to enhance learning is planned purposefully by the special educational needs coordinator. Equally, those learning English as an additional language are tracked carefully. Consequently, children make satisfactory progress towards their learning goals. Parents share information about children's learning at home either in discussions or by contributing their comments to the 'wow' board and 'Learning Journey' profile.

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

Children generally form secure attachments to staff at the pre-school. This is because staff spend time getting to know parents and are satisfactorily informed about children's care needs. This is especially secure, in relation to children's self-care needs as they learn to use the toilet independently. Staff ensure parents are fully informed of children's progress and in the case of occasional toileting 'accidents', they are told how children have been cared for at this time. Children generally enjoy their time at pre-school and show this as they move around confidently finding their own toys and activities that interest them. Younger children delight in simple games of 'peek-a-boo' with staff as they hide under brightly coloured netting and whisper to each other as they pretend they are not there. This shows children's trust in staff and demonstrates their security in their surroundings.

Children benefit from opportunities to go outside and play in the fresh air where they begin to understand the importance of physical exercise in their daily routines. They enjoy splashing in puddles on wet days and take small risks in their play as they learn to tread carefully. Staff show a satisfactory awareness of children's safety as they remind children

not too run and decide that certain areas of the outside space and certain activities are too hazardous in wet weather. Children's health is further supported by the nutritious snacks provided at pre-school. Parents are also supported in providing healthy foods in children's lunch boxes and in this way children are learning to make healthy choices in their diet.

Both the inside and outside environments offer adequate resources and opportunities for children to develop across the seven areas of learning. Resources are safely stored at children height and this means children are able to select their own playthings and become independent learners. On the whole, children behave well. Staff have ways to support children in stressful moments and this means that most children are learning how to behave in a positive manner. Staff plan ahead for children's moves to school or their move within the pre-school. Visits and supportive activities help children at this time and ensure that changes in their lives are as positive as possible.

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

Two proprietors both own and manage the pre-school. They have a secure understanding of their responsibilities to ensure that practice meets the safeguarding, welfare and learning and development requirements of the Early Years Foundation Stage. Staff have a satisfactory understanding of safeguarding procedures and have attended training. They know how to identify and report concerns they may have about children in their care. Up-to-date policies and procedures are in place to support their work and these further protect children when in the pre-school and out and about in the local area. Managers monitor both educational programmes and children's progress and as a consequence, gaps in the provision are clearly identified, together with learning needs for individuals or groups of children. Self-evaluation is used to consider the success of the pre-school and ways in which they need to develop in the future. Parents and children contribute their ideas through questionnaires and discussion and this in turn, supports managers' overall aspirations to improve.

Recruitment procedures are satisfactory and include background checks and an induction to the pre-school. Staff have access to training and those working with younger children in particular, have used their enhanced knowledge to support babies and young children well. Managers have introduced a professional management system and this includes annual appraisal and informal support for staff. There are plans to improve this further with peer observation but as yet, this has not been implemented. As these monitoring and support processes are relatively new and not yet fully embedded there is still little focus on improving the quality of teaching and remain inconsistencies are in the practices of some staff.

Satisfactory partnerships with parents are in place and managers constantly consider way in which to encourage parents further. Parents generally give positive feedback about the pre-school and describe how much their children enjoy attending. Parents also add that children are learning how to play and socialise with others and are beginning to take an interest in learning new things. Partnerships with other providers of the Early Years

Foundation Stage and other professionals are secure. This means that, when necessary, there is a coordinated approach to children's learning and care.

## 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>	EY467183
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	948888
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Little Treasures Mildenhall Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01638717877

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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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