

Little Treasures Nursery Whiston

Southmead Children's Centre, Lickers Lane, Whiston, PRESCOT, Merseyside, L35 3JY

Inspection date	15/05/2014
Previous inspection date	13/02/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Highly effective teaching helps children rapidly develop early language and communication skills and supports their physical, personal, social and emotional development. As a result, all children are extremely well prepared for their next stage in learning, including school.
- The nursery is extremely well led and managed and staff at all levels share the vision to provide high-quality early years education. All display a high level of commitment to continuously improve teaching and sustain the children's high achievement.
- Staff demonstrate a high level of commitment to promoting children's safety. Arrangements for safeguarding are robust, carefully managed and highly effective in identifying risk to children.
- Excellent partnership working means all adults have an exceptional knowledge of each child's backgrounds and needs, and work together to ensure each child receives high levels of support.

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 observed activities in the four playrooms and the outside learning environments.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held meetings with the provider and deputy manager of the nursery.
- The inspector held meetings with the headteacher of the school, the Early Years Professional and the children's centre coordinator.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Lynne Naylor

Full report

Information about the setting

Little Treasures Nursery Whiston was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two settings owned and managed by Little Treasures Nursery Limited - Whiston. It is situated in Southmead Children's Centre in Prescot, Merseyside. The nursery serves the local area and is accessible to all children. It operates from four rooms on the ground floor and there are three enclosed areas available for outdoor play. The nursery employs 19 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, 10 at level 3, one at level 4, two at level 5 and two at level 6. One staff member has Early Years Professional status and one has Qualified Teacher Status. The nursery opens Monday to Friday, from 8am to 6pm, for 51 weeks of the year. Children attend for a variety of sessions. The out of school club opens Monday to Friday, from 3pm to 6pm, during term time and 8am to 6pm during holiday time. There are currently 103 children on roll; of whom 85 attending 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 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:

- consider enhancing the already excellent outdoor provision by providing additional resources to further enrich children's technical understanding and skills.

Inspection judgements

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

Teaching is outstanding. Staff have excellent skills and a superb knowledge and understanding of the learning and development requirements and how children learn best. Staff provide an exciting, stimulating and extremely well-organised environment, both indoors and outdoors. As a result, children thrive and are well motivated to learn in this extremely high quality nursery. Staff in a variety of roles have very high expectations of what the children can achieve. This enables children of all abilities to make rapid and sustained progress. In addition to extremely effective teaching, the assessment procedures are thorough and highly comprehensive. Staff are highly motivated and enthusiastically plan learning using the information gathered from parents on entry to the nursery. Relationships with parents are exemplary and highly contribute to meeting all children's needs. Parents contribute to learning journals and the progress check for children between the ages of two and three years. Furthermore, exceptional links with the children's centre and the school mean that children are extremely well prepared for school and their next stage of learning.

Children choose to be indoors or outdoors in all weathers, due to the excellent provision of wet weather clothing and outdoor sheltered areas. The hut in the two-year-old children's garden is particularly large and well resourced to promote many aspects of learning. For example, children balance on crates, play imaginatively, read and draw. However, there is scope to enhance the already excellent practice, for example, by providing additional resources to further enhance children's technological skills outdoors. Children engage in varied physical experiences. Babies pull themselves up to stand due to the provision of sturdy, low-level tables. Three-year-old children show good control and coordination as they roll on grass, walk with bean bags on their heads and run outdoors. Children move confidently and effectively handle equipment, such as pencils, paintbrushes, construction set pieces and gardening tools. Children understand how technology works, for instance, as babies babble into toy mobile phones. Children learn about environmental issues and the importance of recycling as they re-use materials and waste objects creatively. Children get involved in 'real' activities in the kitchen environment with the cook and learn skills for the future. Children in the out-of-school club use a real work bench, tools, materials, screws and nails to design and construct items, such as skateboards.

There is an extremely sharp focus on helping children to acquire communication and language skills, and on supporting their physical, personal, social and emotional development. Staff help all children to make rapid improvement in their learning from their starting points. A range of activities encourage children to listen carefully and distinguish sounds. Children shake bottles covered in socks, listen carefully to the different sounds and guess the contents. Staff purposefully play rhyming games, which help children identify letters and sounds. From the baby room upwards, staff encourage children to repeat new words and encourage children to speak and listen. Exceptional projects unite children across the age ranges to develop their communication and language skills at their own level. For example, children who attend the out of school club talk to the two-year-old children as part of their research on children's interests. They select a couple of books about the two-year-olds' favourite topics, make props and puppets and return to re-tell the story to them. This project engages all children at their own level and enhances their communication skills. It demonstrates staffs' clear understanding of how children of all ages effectively learn through active involvement in fun activities. The special educational needs coordinator works closely with external agencies to provide the best possible intervention for children if required. This ensures that the gaps in learning narrow rapidly and all children make excellent progress.

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

Each child has a staff member identified as a key person who knows them well and is highly efficient in responding to their needs. Children form strong, secure emotional attachments, which provide a solid foundation to develop their personal, social and emotional skills. Children explore rooms, which are thoughtfully designed with small, cosy areas where they can feel safe. During festivals, such as Chinese New Year, the baby room dens are decorated with items, such as hanging lanterns. This enables babies to experience different cultures and festivals. Due to a wide variety of experiences, older children learn to respect and tolerate each other's differences. Staff build respectful and caring relationships with all the parents and children. As a result, children display polite,

courteous behaviour. In the two-year-old children's room, staff purposefully provide an area with a sofa and photographs of children's families. This enables children to feel at home as they sit on a sofa to look at photograph books while staff talk about their families. Staff sensitively support children to deal with feelings and enhance their communication and language development.

Relationships with parents are exemplary and highly contribute to meeting all children's needs. Staff are fully aware of each child's individual health or dietary needs and ensure these are exceptionally well met. Menus are purposefully designed to be well balanced using a range of published research and guidelines. Meals are cooked on the premises from fresh ingredients. Staff encourage children to adopt healthy eating patterns in order for them to develop healthy lifestyles. Children effectively learn about hygiene and nutrition through practical experiences as they put on aprons and bake with the cook. Sometimes the cook sits with children at meal times and talks about the ingredients that make the meals. This successfully raises children's knowledge of nutrition. Children become highly confident in their ability to do things for themselves and develop high levels of self-esteem. At lunchtime, three- and four-year-old children independently wash their hands, take a plate and cutlery and lay their place at the table. They demonstrate strong self-help skills as they self-serve lunch, chat about their day and then tidy up after themselves. Toddlers are encouraged to develop sleep strategies. Each child easily finds their own bed because staff lay their special photographs and personal comforters on them. Classical music plays and children listen to a soothing commentary about blowing bubbles as they go to sleep. Staff share their outstanding sleep practice with staff from other settings who visit to observe the soothing sleep times. Children choose whether to play in or outdoors. During outdoor play, children exercise vigorously and extend their physical skills. They develop an excellent understanding of how to manage risks relative to their age, supported and closely supervised by the staff. For instance, toddlers learn safe climbing skills on a wooden structure carefully chosen for its low, sturdy steps. Older children understand they must take care when moving equipment and building with items, such as the wooden blocks and planks. When unfortunate accidents do occur, these are handled correctly, recorded accurately, shared with, and signed by, parents and risk assessments reviewed.

The very close partnership with the children's centre and other professionals means staff benefit from the specialist advice on hand to ensure they provide the very best care. For example, staff provide individualised support to children when toilet training due to close work with the incontinence nurse. Staff have a good knowledge of dental routines due to training led by a dental nurse. The nursery is fully involved in the local authority tooth brushing project. As a result, children learn how to correctly brush their teeth and take brushes and toothpaste to continue what they learn at home. Staff regularly monitor and score children's well-being and involvement in activities and discuss this with parents. Individual plans are put in place for children with low scores. This may involve planning extra key-person time, special routines when they arrive in the morning or delving deeper into home interests to increase their interest and involvement in activities. The scores are put into graphs and charts and used to look for patterns in groups of children. Children are extremely well prepared emotionally for each stage of their learning and for moving on to school. Children visit the next room to develop bonds with their new key person as they make the transition from each group to the next stage of their nursery life. The new key

person receives a summary of the child's abilities so far from the previous key person. This ensures each child's excellent progress continues as they confidently settle into their new room. Similarly, children are emotionally extremely well prepared by staff to move on to school. The pre-school children and the school nursery share a room, therefore, are already familiar with the nursery class teacher and the head teacher of the school. Staff ensure that children who move on to other schools are also as well prepared to make the transition. There is a strong and close working relationship with professionals and services. This ensures all children are fully supported to ensure they are not disadvantaged.

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

The leadership and management team has an excellent understanding of their responsibility to meet the safeguarding and welfare and learning and development requirements of the Early Years Foundation Stage. A high priority is given to keeping children safe. Access to the nursery is carefully monitored and closed-circuit television in the nursery provides extra surveillance. Risk assessments are thorough and staff follow a checklist when opening and closing the nursery to ensure hazards are minimised. Robust recruitment and vetting followed by in-depth induction, checks each staff's suitability to work with children. Evidence of checks, including from the Disclosure and Barring Service, are available for inspection to evidence their suitability. A recent, very thorough audit of all health and safety management systems has recently been completed by a consultancy company. On a daily basis, the clear policies and procedures are implemented consistently by staff, which protects the children extremely well. There are excellent arrangements for safeguarding children through work with outside agencies. Staff are very clearly briefed on safeguarding procedures. All staff have a safeguarding handbook and attend training provided by the local authority. The manager frequently tests staff on the procedures to follow if they are concerned about a child to ensure they maintain a good knowledge. The manager keeps and regularly reviews a running log of any accidents and injuries to identify any trends that need addressing. This information forms part of the risk assessments. There are clear procedures in place to notify Ofsted of any serious accident to any child and of the action taken within 14 days or as soon as they become aware. When a risk assessment is completed or reviewed, all staff sign to acknowledge they have read it. Thorough records are kept of a range of safety checks, including portable appliance testing and evacuation practices. Ratios of staff to children are met and staff are effectively deployed to supervise children well and meet their needs. Many of the staff hold a valid paediatric first aid certificate, therefore, there is always someone to safeguard children's health in an emergency. The administration of medicine is clearly controlled by the management team to ensure safety.

The solid leadership and management team are totally committed and extremely passionate about their work with children. They have a strong commitment to continuous improvement, which is well documented. Children's views are actively sought as they are involved in many aspects of planning. The pre-school children draw pictures in large floor books to put forward their ideas. They also place stones or special markers to state their preferences when given a choice, for instance, on where to site the mud kitchen. The management team and staff have a wealth of skills and knowledge. They deliver high

quality teaching and learning. The manager shares the nursery's outstanding practice with managers and staff of other settings. This drives improvement in other settings, which in turn benefits a wider number of children. The nursery highly values parents' views and actively seeks them to evaluate their service. Parents provide their initial views after six weeks and then twice a year, parents complete a general questionnaire. The 'parent voice' board and the staff evaluation boards are exceptionally well used by parents and staff to put forward their views on what is being done well and their ideas for further development. The staff team share a vision to provide an excellent service for the children and their families. They are highly motivated in their continuous professional development and continually seek ways to improve their already first-rate knowledge and skills. Staff use ideas from a wide range of training and from their research, to build on the quality of their practice. This enhances the outcomes for children's learning as they put into practice what they have learnt. The management team seek out skilled trainers in order to specifically devise training to meet the needs of the nursery and the staff team. Recent improvements to the nursery include the resurfacing with impact absorbing material, and resourcing of the baby room garden. All aspects of nursery are thoroughly audited and action plans agreed to constantly build on the high quality already achieved. Many aspects of practice at this nursery are innovative and worthy of sharing with others.

Highly effective partnerships between parents, external agencies and other providers are evident and well established. These contribute to meeting children's individual needs effectively. Parents contribute extensively to the initial assessment of their children's starting points on entry. A team of people track and monitor each child's progress, which enables quick and appropriate action to be taken to identify and rapidly close any gaps in learning. Children benefit from the dedicated and caring staff team who help them to enjoy learning. Parents are kept exceptionally well informed in a wide variety of ways. Regular 'stay and play' sessions mean parents can see the nursery during the day and exchange information with staff. Parents attend an annual parent evening where they discuss their child's development with their key person. Staff deliver a particularly informative presentation, which advises parents on the areas of learning, the process of observation, planning of activities, the scoring of their child's well-being and involvement and the progress check for children between the ages of two and three years. The nursery works extremely closely with the children's centre teacher and Early Years Professional, the school's head teacher and the school's nursery teacher. Children are exceptionally well supported through close links with the on-site school and children's centre. Interventions are sought at the early stages to identify any support required from other services. Targeted learning programmes and consistent, secure support ensures all children's needs are exceptionally well met.

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

Unique reference number	EY338875
Local authority	Knowsley
Inspection number	967814
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	84
Number of children on roll	103
Name of provider	Little Treasures Nursery Limited - Whiston Ltd
Date of previous inspection	13/02/2012
Telephone number	0151 4434576

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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