

# Little Treasures

Loughton Baptist Church, 92 High Road, Loughton, IG10 4QU

## Inspection date

Previous inspection date

24/06/2014

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

- Staff provide a good variety of interesting and stimulating activities, indoors and outside, to promote children's progress in all areas of learning.
- Children quickly establish warm relationships with staff and as a result, they are happy, keen to learn and rapidly growing in self-assurance.
- Staff make very clear their expectations for children's behaviour, which means that children behave well and respond positively to others.
- Staff establish positive relationships with parents. An effective two-way flow of communication supports children's welfare and learning and development.
- Children are protected through clear safeguarding procedures, which are fully understood and implemented by staff.

### It is not yet outstanding because

- There is scope to extend opportunities for those children who speak English as an additional language to view and use their home language in the pre-school.

## 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 indoors and outside.
- The inspector looked at a selection of policies, procedures and photographs of children joining in with different activities.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the manager, staff, parents and children at appropriate times throughout the inspection.

## Inspector

Clair Stockings

## Full report

### Information about the setting

Little Treasures was registered in 2014 on the Early Years Register. It operates from purpose built premises on the site of the Loughton Baptist Church, Loughton, Essex. It is privately run and managed by the Loughton Baptist Church Committee. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The manager has Qualified Teacher Status. The pre-school opens Monday to Friday, during school term times. Sessions are from 9.15am to 12.15pm. Children attend for a variety of sessions. The pre-school 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 and 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:

- extend further opportunities for those children who speak English as an additional language to view and use their home language in the pre-school.

## Inspection judgements

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

Staff at the pre-school provide a good start to children's learning and play experiences. Children enter happily and eagerly choose what they wish to do from the interesting activities and good quality resources provided by staff. Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. They demonstrate a positive approach to learning, supported by the cheerful interactions of staff caring for them. Attentive staff play alongside children offering gentle support and encouragement, extending children's learning with individual attention. Information gathered by the key person provides a good base for establishing children's starting points in their learning. This enables staff to plan for individual children's progress from their earliest days in the pre-school. As a result, children settle quickly because staff understand their needs well and meet them consistently. Staff update each child's learning journal with observations, photographs and achievable next steps in learning that highlight the good progress children are making. Staff plan activities and opportunities together as a team, taking into consideration children's interests and ideas. Staff have daily discussions with parents to provide them with informative feedback about their children's daily activities, learning and progress. They encourage parents to share their comments about their children's learning at home and to contribute comments to their children's learning journal. This approach is successful in engaging parents in their children's education.

Staff promote successfully the communication and language skills of all children, including those who speak English as an additional language or those with special educational needs and/or disabilities. For example, children successfully develop their spoken language as they join in action songs, smiling and copying staff. Staff show children how to pronounce some words by responding and repeating what they say in the correct way. Older children are articulate, confident to interact and proudly share their individual learning journals with visitors to the pre-school. Children enjoy sharing their favourite storybooks with staff and their friends, which helps to promote their early enjoyment of books, a useful attribute for when moving on to school. Staff move around the playroom joining in with children's play, talking to them clearly and extending their vocabularies as they describe what they do. For example, younger children learn the terms of 'scooping and tipping' as they play with water outdoors, using a range of tools and containers. Skilful questions by staff extend older children's thinking and they gently guide children to develop their skills. For example, during water play staff encourage children to estimate how much water they will need to fill a container. Staff promote their mathematical understanding further as they support them to count the number of scoops of water they add. Consequently, children are gaining skills which help prepare them for their next stage of learning.

Children explore, play and learn in a safe and secure environment both indoors and outdoors. Staff organise the playroom and plan activities to ensure that every child enjoys exciting learning and development experiences that meet their individual needs. However, there is scope to extend opportunities for children, who speak English as an additional language, to view and use their home language in the pre-school so that they feel it is valued. Children play outside on a daily basis and the outdoor area promotes children's developing physical skills and confidence. Children choose from a range of physical play equipment, including a climbing frame, hoops and balls and equipment to support all areas of learning is readily accessible for children to self-select. While outdoors, staff support children to safely take risks and explore through play with learning extended through playful teaching. For example, children delight in searching for bugs and staff follow this interest by joining in the search, skilfully using this opportunity to extend children's learning through discussion. There is a good mix of adult-led and child-initiated play experiences, which encourages children to be active learners as they move freely between activities of their choice. Consequently, they develop skills to support their future move to school.

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

The very effective key-person system supports children to feel valued and promotes a sense of belonging. Staff gather good information from parents about their children's care needs before starting. Their move from the home into the pre-school is managed especially well through the effective settling-in process, which includes a home visit by staff. Caring staff warmly welcome children and their families into the pre-school. As a result, all children form close bonds and secure emotional attachments to staff, confidently seeking them out for reassurance when needed.

Staff support children's emerging understanding of the importance of a healthy lifestyle

that involves physical exercise and a healthy diet. Staff prepare nutritious snacks and children's individual dietary requirements are met. Snack time is a sociable occasion where staff encourage older children to learn independence skills by helping to prepare the food and pour their own drinks. Children are encouraged to manage their personal needs and older children can use the toilets with minimal support. Children know and use good day-to-day hygiene habits, such as hand washing. Children benefit from regular fresh air and exercise during outdoor play.

Children concentrate on and persevere with their freely chosen activities, as well as those led by adults. They respond well to the clear boundaries set for them. Children learn about the needs and feelings of others through sharing, taking turns and helping others. They hear gentle reminders to say 'please' and 'thank you'. Older children are particularly well-mannered and their behaviour is good, as staff share consistent expectations and set a good example themselves. Children willingly take on responsibility, for example, tidying away equipment before moving indoors. During play outdoors, they listen carefully and adhere closely to the instructions of staff and regularly practise the emergency evacuation procedures. This demonstrates a mature attitude to taking responsibility for the safety of both themselves and their friends. As a result, children enjoy their experiences in the pre-school and learn good skills that support their future learning.

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

Procedures for safeguarding children are good as staff understand their responsibilities and are fully aware of the procedure to follow should they have a concern. Robust vetting procedures check staff suitability to work with children. In addition, induction procedures support their developing knowledge of the pre-school's policies and procedures. Staff understand their responsibilities to provide safe play environments for children. Staff ratios and levels of supervision are good at all times. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

The manager and her team demonstrate a good understanding of the Early Years Foundation Stage and their responsibility to promote the learning and development of all children. They monitor the levels of planning and assessment to make sure these are consistent and display an accurate understanding of all children's skills, abilities and progress. The manager has also recently introduced a tracking system to ensure that all children are making good progress and to identify any gaps in their learning. Consequently, children are well-prepared for the next stage in their learning when the time comes for them to move on to other settings. The manager monitors staff performance, both informally through working alongside staff and more formally through annual appraisals, which identify individual training needs. For example, training on observation and assessment further supports staff to promote children's development in all areas of learning. Most staff hold relevant childcare qualifications and are keen to continually update their professional development. The manager uses regular staff meetings to discuss and share any ideas and practice issues to further promote effective

outcomes for children. As a result, staff are highly motivated to ensure all children receive the best possible start in life. The manager and staff team demonstrate a commitment to the ongoing development of the whole provision and continue to identify priorities for improvement. This self-evaluation process fully incorporates the views of children, parents, staff and other professionals.

Partnerships with parents and carers are a clear strength of the pre-school. Parents warmly praise the 'caring and friendly' staff team and the progress their children are making. They continually receive high levels of information about their children and are actively encouraged to be involved in their progress. Parents' views and opinions are sought and incorporated into the routine and planning so that the individual needs of children are fully met. Staff promote good links with other early years providers, which further aid children's progress and development. Information sharing is effective and this eases children's move to other settings or school.

## 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>	EY470080
<b>Local authority</b>	Essex
<b>Inspection number</b>	949372
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Loughton Baptist Church Committee
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02085086360

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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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Piccadilly Gate  
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