

Little Treasures Pre-School

Wamil Way, Mildenhall, Bury St Edmunds, IP28 7JU

Inspection date

11/11/2014

Previous inspection date

30/01/2014

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

- The quality of teaching and learning is good. Staff plan a varied and interesting range of activities which are based upon children's interests. Subsequently, children make good progress.
- Leadership and management are good because there are effective systems in place for performance management. Staff are committed to developing their knowledge and practice further, to support children's characteristics of effective learning.
- Children and babies form secure attachments with friendly staff who are attentive to their needs. Vetting procedures ensure all those working with children are safe to do so. This means children's safety and well-being is protected.
- All children's individual needs are identified and met because the effective key-person system ensures that staff work in close partnership with parents.

It is not yet outstanding because

- Staff do not maximise the valuable learning opportunities presented at lunchtime, such as, sitting with the children to encourage communication and social skills.
- Staff do not always give children sufficient time to focus their mathematical learning in the outside area.

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 all the rooms and the outside learning environment.
- The inspector conducted a joint observation with the proprietor.
- The inspector held a managers meeting with the proprietors.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with 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.

Inspector

Kerr Cobbett

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 10 members of staff, eight 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 further improve the quality of the early years provision the provider should:

- make better use of learning opportunities at lunchtime, for example, by encouraging children to develop their communication and social skills
- extend the educational programme for mathematics even further, for example, by providing opportunities that encourage children to learn about shape, space and measure when playing in the outside area.

Inspection judgements

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

Children are happy and motivated to learn, because there is an enthusiastic team who are committed to ensuring children's individual interests are promoted. This supports children's progress towards the early learning goals because they are engaged in meaningful play. Staff regularly observe children's development and evidence the information they find from this procedure within the children's progress records. Parents were seen to access the progress records for their child during the inspection. The progress records are used to identify children's achievements both in the setting and at home as staff encourage parents to be actively involved. This demonstrates the setting's good partnerships in sharing children's learning. The staff are able to establish children's progress and identify the next steps in their learning, because of the rigorous procedures for assessment in place. For example, staff effectively analyse observations to measure their development stage. Staff also regularly complete assessment summaries and

tracking documents to ensure that children are making good progress. Staff complete this observation and assessment process to ensure activities that are planned for on a weekly basis, reflect children's current interests and stage of development. Consequently, staff provide suitable activities to move children to the next stage in their development. However, staff does not place a strong enough emphasis on mathematical development during the time spent in the outside area. For example, staff do not yet provide opportunities that encourage children to learn about shape, space and measure. There is a good balance of child-led and adult-led activities which are encouraging children to be independent learners. Consequently, children are well prepared for the next stage in their learning, such as school. However, staff have not maximised the lunchtime process to further enhance children's communication and social skills.

The key-person system is fully embedded in the setting. Relationships with children are sensitive, fully supportive and staff rapport with young children is a particular strength. For example, staff lay sensitively alongside the babies on a soft rug, promoting their personal, social and emotional skills with gentle conversations and interaction that promotes their emotional well-being. Staff demonstrates good teaching skills, tuning in to children's needs and acting upon these quickly. Consequently, children are fully engaged in their learning. Outdoors, older children embrace the opportunities provided by staff to explore the weather. For example, they collect leaves to complete a leaf printing activity. Staff provide a range of resources to support children's physical development. Children enjoy climbing on apparatus and balancing equipment, developing their gross motor skills.

Staff have developed effective procedures to support children with special educational needs and/or disabilities, and children with English as an additional language. The special educational needs coordinator ensures that activities are being tailored to individual's needs. This, alongside the tracking procedures, ensures that gaps in development are closing quickly, given children's individual starting points. Staff place a high value on the importance of working closely with parents and other professionals. Parents are warmly welcomed into the setting by the approachable staff. Staff engage parents in children's learning with displays that highlight special 'wow' moments children achieve. Partnerships with other professionals are strong. This ensures that children's progress is good, because activities are tailored to support their individual progress.

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

Children quickly settle into the warm and welcoming environment. The well established key-person procedure ensures that all children benefit from secure attachments. Babies are learning about 'emotions' and point to the facial expressions displayed on the wall, with sensitive and enthusiastic support from staff. This supports children's growing sense of themselves and sets strong foundations for the younger children's personal, social and emotional development. Children demonstrate how they feel safe and secure by exploring their environment. They gaze up at the window, pointing to the trees that move in the wind. Staff acknowledge children's inquisitive nature and provide opportunities for their spontaneous interests to be explored.

Staff encourage children to adopt healthy lifestyle choices. Parents are supported by the

setting to provide healthy foods in children's lunch boxes. Snack time offers children the opportunity to be independent. Staff sit alongside small groups of children during snack time and promote routines, such as, pouring their own drinks of milk and handing out the cups and plates. Children independently wash their hands before eating and after using the toilet. This supports children to develop a sense of responsibility, in preparation for the eventual move to school. Staff follow good hygiene procedures while changing younger children's nappies.

Outside, children climb on apparatus, balance on beams and explore the natural environment. By using these resources, children make good progress in their physical development. Children have the space to run, climb and balance as they tackle a range of surfaces. Staff also teach them how to manage developmental and age-appropriate risks, such as taking turns on the larger apparatus. Staff praise children for their efforts and achievements. For example, staff when a child climbs up the apparatus and counts beyond 10 staff acknowledge their achievements. This further contributes to them developing good levels of confidence.

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

The proprietors understand their roles and responsibilities to meet the requirements of the Early Years Foundation Stage. Children are effectively safeguarded. This is because staff demonstrate a good knowledge of the local safeguarding procedures and they are confident about the action to take if they are concerned about a child's welfare. Recruitment and selection procedures, are effective and all relevant checks are in place to ensure staff are suitable to work with children. The proprietors complete ongoing suitability checks of their staff. They closely monitor staff performance through regular supervision meetings and annual appraisals. The leadership team carry out observations of staff working with the children through video evidence, which is effective when they need to reflect on practice. They have recently introduced staff observing each other. This means that practice is evaluated and advice is given about adapting practice, so that the high aspirations of staff ensure children have the best possible outcomes in their learning.

All staff hold childcare qualifications and they demonstrate a strong commitment towards their continuous professional development. The proprietors monitor the progress records including the tracking documentation to see if children are making expected progress. This means that children who need additional support are supported in a timely fashion. Any concerns are discussed with parents and other professionals are brought in to give advice and guidance. Regular evaluation of practice effectively identifies areas of strength and weakness. The proprietors are proactive in ensuring that the provision consistently improves and have fully addressed actions from the previous inspection. The evaluation process and analysis of development across the setting has supported the proprietors to identify areas of development. For example, observing snack time has raised the quality of teaching and learning. The proprietors acknowledge the areas of improvement identified in the inspection.

Partnerships between staff and parents are strong and staff have a friendly and

professional relationship with them. They are committed to sharing information with parents and keeping them informed about how their child is developing while at the setting. Parents have regular opportunities to give their feedback about the setting, for example through parent questionnaires. As a result, parents are fully engaged in their child's learning. Parents spoken to at the time of the inspection, were complimentary about the setting's communication procedures.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY467183
Local authority	Suffolk
Inspection number	962965
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	65
Name of provider	Little Treasures Mildenhall Ltd
Date of previous inspection	30/01/2014
Telephone number	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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