

Little Treasures Day Nursery at St Michael's First School

St. Michaels C of E First School, Market Place, Penkridge, Stafford, ST19 5DJ

Inspection date	21/11/2014
Previous inspection date	04/02/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
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

- Teaching is satisfactory and children make adequate progress in their overall learning and development. They have a positive attitude to learning because their key person knows them well and provides experiences that she knows they will enjoy.
- Management and staff understand how to promote the health and safety of children in their care. Safeguarding procedures are secure and security within the nursery is a priority.
- Children behave well and are kind and considerate to their peers. This is because staff reminds children of the rules and boundaries in the nursery.

It is not yet good because

- Staff do not always use the information they gain from their observations of children, to consistently plan activities that are appropriate for children's age and stage of development. Furthermore, they do not ensure all aspects of each area of learning are fully covered.
- Opportunities for parents to have an active role in children's learning are not consistently offered. Therefore, children's progress is not maximised.
- Self-evaluation does not clearly identify the strengths and weaknesses of the provision or take into account the views of children and their parents.

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 throughout the nursery in both indoor and outdoor spaces.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the manager, area manager, staff and children throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualification of staff working with children, and the provider's self-evaluation.
- The inspector carried out a joint observation with the manager.

Inspector

Dawn Robinson

Full report

Information about the setting

Little Treasures Day Nursery at St. Michael's First School was registered in 2008 and is on the Early Years Register. It is one of three provisions run by Little Treasures Day Nursery Limited. The provision serves the local area and is accessible to all children. It operates from rooms within the school in the village of Penkridge, Staffordshire. There is a fully enclosed area available for outdoor play. The setting is open Monday to Friday during school term times. Sessions are from 8.50am until 11.50am. Children attend for a variety of sessions. There are currently 17 children on roll. The setting provides funded early education for three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. There are two staff working directly with the children, both of whom have an appropriate early years qualification at level 3 or above. The nursery receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that children receive an educational programme which is purposeful and challenging, and consistently based on their individual next steps in learning
- monitor the educational programme to ensure all aspects of each area of learning are fully covered.

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

- increase opportunities for parents to be involved in their children's learning, for example, by providing information about how they can support their children's learning at home
- implement a more robust self-evaluation process, which identifies how and when improvements will be achieved and which takes account of the views of parents, children and other partnerships.

Inspection judgements

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

Staff demonstrate a sound knowledge and understanding of how children learn. Parents are encouraged to visit the nursery before their child starts and there is a structured settling in programme. This time is used effectively to gather information from parents

about their child which is used to identify children's starting points. Children are provided with an educational programme that takes into account their individual interests. Consequently, they are happy to engage in activities and have a positive attitude towards learning. Staff observe children during their play and record their achievements in their individual learning journals. As a result, there is an adequate system in place to track children's progress. However, staff do not always use the information they gain from their observations of children, to consistently plan activities that are appropriate for children's age and stage of development. For example, in adult-directed phonic sessions, children are taught to recognise the sound and shape of letters and to learn correct letter formation. However, some children need to improve their listening skills and an understanding of rhyme before they are developmentally ready to progress to this stage of learning. Consequently, children are not always appropriately challenged and activities do not always link to their individual next steps in learning. Despite this, children appear to enjoy their time at the nursery and are keen to join in with activities and initiate their own play.

Children enjoy playing with crates outside stacking them one on top of the other to create two towers. They demonstrate their counting skills as they count how many crates there are in each stack. Staff extend their learning as they add together the two numbers to find out how many crates they have altogether. As a result, children use and develop their mathematical knowledge and skills. They get out a tape measure and work together to measure the crates before using their imagination to transform the crates into a train. Children work together to place the crates in a row and pretend they are on a train journey to the seaside. Easily accessible resources are used by the children to create props to develop their story. Consequently, they demonstrate their ability to use their imagination and play alongside other children who are engaged in the same theme, based on their own experiences. Children are motivated and engaged throughout the session demonstrating a positive attitude to learning. They have fun playing in the play dough and using different tools to cut out numbers. As a result, children learn to recognise numbers and develop their ability to manipulate tools and strengthen their fingers. There is a comfortable and cosy area where children can enjoy looking at books. Children delight in using the finger puppets to re-tell stories. A well-stocked writing table provides children with the opportunity to make marks and write for a purpose using an assortment of tools, such as pencils, chalk and pens. Therefore, children have opportunities to develop their understanding of literacy. Overall, children are well prepared for their next stage in learning, including school.

Children with special educational needs and/or disabilities are appropriately supported. Staff work alongside external agencies and with parents to ensure children make good progress. Staff have developed positive partnerships with parents. They hold a wide range of discussions with parents at drop-off and collection times. Parents are invited to formally meet with staff each term, which gives them the opportunity to view their child's learning records alongside key persons. However, guidance and ideas to extend on what children know and can do are not consistently offered in order to enable parents to support children's learning at home. Staff have an understanding of the progress check for children aged between the ages of two and three years, however there are currently no children on roll in this age group.

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

Children are confident and happy. This is attributable to the positive relationships children have with the staff and an established key-person system. Time is spent gradually settling-in new children over several weeks. This phase is used well to collect and share information with parents. Relevant health information is gathered from parents, such as, details of their child's specific dietary and personal needs. This ensures continuity in children's physical and emotional well-being. The organised environment enables children to access a range of toys and resources with ease. This supports children in making their own choices and decisions about what they would like to do next. At the end of the session, children work together to tidy away the toys. They are praised and rewarded by staff for their efforts. This raises children's self-esteem and their desire to co-operate.

Children behave well. Staff talk to children and explain what is right and wrong. As a result, they understand the clear routines and boundaries due to the age-appropriate guidance provided by staff. Children are taught basic hygiene, such as, washing their hands before having their snack. They know how to help themselves to snack, sitting down at a table, peeling their own fruit and helping themselves to a drink. This contributes towards building their confidence and independence. Children learn about fire safety through the regular fire evacuations. In addition, visits from the local firefighters provide the children with further information about staying safe, which they demonstrate in their play. They enthusiastically use their imagination in the role play area which has been transformed into a fire station. Children talk about using 'sticky foam' and act out several different scenarios which demonstrate their understanding of what to do in the event of a fire.

Children have regular opportunities to play outside which promotes their health and well-being. They freely move between the indoor environment and adjacent outdoor play area. Children are able to take risks and learn how to keep themselves safe as they negotiate the climbing frame and walk along a bridge made from crates. Outside, children are able to socialise with school children and staff. They have opportunities to use other areas of the school building to play on wheeled toys or use some of the computer equipment. This helps to support transition into school when the time comes.

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

Staff demonstrate a sound understanding of the safeguarding and welfare requirements. They know their responsibilities for safeguarding and have completed child protection training. As a result, they understand what to do should they have concerns about a child in their care. A range of policies and procedures are in place to support staff and to keep parents informed about the provision. The premises are secure. Visitors are signed in at the school office and in the nursery. Written risk assessments are in place and ensure children are kept safe. There is a structured recruitment procedure in place. All staff working with children are subject to a range of checks to ensure their suitability. The manager has attended paediatric first-aid training, and there are clear procedures in place to ensure accidents and the administration of any medication are recorded appropriately.

The manager and staff have a suitable understanding of the learning and development requirements. However, the educational programme is not monitored sufficiently to ensure all aspects of each area of learning are fully covered. There are systems in place to monitor staff performance, by the way of regular supervisions and observing staff practice during the sessions. The staff team have a shared understanding of how to develop the setting. They have identified some areas for improvement and are in the process of creating an action plan. However, self-evaluation does not clearly identify the strengths and weaknesses of the provision or fully take into account the views of children and their parents. As a result, self-evaluation is not yet robust enough to ensure the nursery continually develops for the benefit of the children who attend.

Relationships with parents are generally good. Staff provide them with daily verbal feedback about what their children have enjoyed. In addition, noticeboards and newsletters provide parents with some information about events and experiences provided and planned for their children. Regular consultation sessions with their child's key person provide parents with opportunities to discuss their child's progress. This means that parents have some insight into what children are learning. Parents spoken to during the inspection are happy with the service provided by the nursery. However, some comment that they would like more guidance and ideas to extend on what their children know and can do, in order to support learning at home. Staff work well with other professionals to meet the needs of individual children. Regular meetings are held with school staff to ensure continuity of care and learning. The school supports the nursery in the sharing of resources and effective transition procedures are in place. The nursery ensures that where children attend other settings information is shared, once parental permission has been obtained to do so. This promotes continuity of care and learning for all children.

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	EY373964
Local authority	Staffordshire
Inspection number	849742
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	17
Name of provider	Little Treasures Day Nursery Ltd
Date of previous inspection	04/02/2009
Telephone number	01785 712344

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

