

Little Treasures

148 Electric Avenue, Westcliff-on-Sea, Essex, SS0 9NJ



Inspection date	26 August 2015
Previous inspection date	26 October 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff are highly effective in supporting children to adopt a healthy lifestyle. The nursery cook is very enthusiastic about teaching children to eat healthily. Children eat freshly prepared and nutritious meals each day and learn how to grow fruit and vegetables. Older children take great pride in cooking healthy food to share with staff and visitors.
- Staff know the children well and have a secure knowledge of children's abilities. They effectively focus their planning and teaching on building on children's next steps for learning. As a result, children make good progress in relation to their starting points and are well prepared for school.
- Kind and reassuring staff help children to settle quickly and respectfully meet their individual care, health and dietary needs. Children are well looked after in comfortable, clean and safe surroundings. This helps children to feel confident and enjoy their time at nursery.
- Leadership is strong. The management team has a secure understanding of their responsibilities and effectively safeguard children. Staff attend training to keep their knowledge updated. They know what to do if they have concerns about a child's welfare or the practice of another staff member. Thorough recruitment procedures and ongoing checks ensure that staff are suitable to work with children.
- Staff work hard to establish successful partnerships with parents. They provide many opportunities for parents to become fully involved in their children's learning.

It is not yet outstanding because:

- Managers do not yet monitor the progress of different groups of children closely in order to ensure that gaps in achievement are closing rapidly.
- Not all staff make the best use of every opportunity to support children's thinking and language development.

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 information from assessments so that gaps in achievement between different cohorts of children are identified and closely monitored to ensure they are closing as rapidly as possible
- share existing strengths in teaching, in order to further develop staffs' skills so that they use questioning more effectively to deepen children's understanding and encourage them to express their thoughts.

Inspection activities

- The inspector observed activities in all the nursery rooms and outside.
- The inspector held discussions with the management team, staff and children.
- The inspector and the manager took part in a joint observation.
- The inspector took the views of the parents into account.
- The inspector looked at children's development records, planning documentation, evidence of suitability of staff, the provider's self-evaluation form and a range of other documentation.

Inspector

Sharron Fogarty-Martin

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff work well to provide a welcoming and safe environment with a broad range of interesting activities and resources that supports children's learning. Babies are curious and enjoy exploring a variety of sensory materials. They delight in squeezing cooked pasta, mixed it with paint through their fingers. They become fascinated with the marks it makes on paper. Older children concentrate as they build models from recycled materials. Staff interact well with children to extend their learning. Some staff promote children's language and thinking skills very well. However, these strengths in teaching are not consistent enough. At times, staff provide children with an answer or solution to a problem without giving them sufficient opportunity to think about their response. Staff work closely with outside specialists to ensure they meet children's individual needs. This commitment is reflected in the way children with special educational needs and/or disabilities flourish during their time at the nursery.

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

Staff promote children's independence well. Older children choose their name card to register themselves when they arrive. They put on their coats with minimal adult support and competently pour their own drinks at mealtimes. Staff arrange resources so that young children can choose what they wish to play with. They are able to freely access a drink from their own water bottles when they are thirsty. Staff effectively promote children's physical development. Regular walks to the local park and daily use of the well-equipped nursery garden provide children with lots of fresh air and exercise. Staff are good role models and continually praise children for their effort and achievements. They provide clear guidance so children understand the routines and expectations. As a result, children are developing a positive self-image, behave well and act kindly to each other. Staff have established good relationships with local primary schools and two-way visits take place. This provides children with continuity of care and helps prepare them emotionally for the next stage in their learning.

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

The management team has a clear understanding of the nursery's strengths and areas for improvement. They continually strive for excellence. Staff are well qualified and are encouraged to undertake regular training to update their skills and knowledge. The management team provides regular support to help staff improve the quality of teaching. This has a positive impact on the overall effectiveness of the nursery. However, more can be done to enable the most effective staff the opportunity to share and influence best practice across the nursery. The management team successfully monitors and tracks the progress individual children make. This information is used well to identify if any child may need extra support. However, systems to monitor the progress of different groups of children are still being developed.

Setting details

Unique reference number	119501
Local authority	Southend on Sea
Inspection number	874738
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 14
Total number of places	74
Number of children on roll	127
Name of provider	Elim Foursquare Gospel Alliance Committee
Date of previous inspection	26 October 2010
Telephone number	01702 339757

Little Treasures opened in 1991 and operates from 7.30am to 6pm for 51 weeks of the year. The nursery provides funded early education for aged two-, three- and four-year-old children. The nursery also runs a holiday club for school-aged children during school holidays. The nursery currently supports a number of children who have special educational needs/and or disabilities. There are 30 staff currently working with the children. All staff are qualified with appropriate childcare qualifications ranging from level 2 to level 6.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.gov.uk/government/organisations/ofsted

© Crown copyright 2015

