

## Inspection date

23 August 2016

Previous inspection date

13 December 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The leadership and management of the setting are very strong. The providers and manager have a clear vision for the future. They are striving to provide children with a high-quality provision to help raise outcomes for every child.
- The environments indoors and outside are organised extremely well. Children have independent access to highly inspiring spaces where they can explore, investigate, use their imagination and develop their own ideas during their play.
- Partnerships with parents are strong. Parents are kept well informed of the progress their children are making. Regular meetings and workshops are arranged for parents. They are provided with detailed information of how they can continue to support children's learning at home and how to help to prepare them for their move on to school.
- Children are settled and happy. This enables them to build strong relationships with their key persons, who take the time to get to know them well. This helps children to become self-assured and gain confidence ready for their future learning.
- Partnerships with other professionals are very good. The manager is proactive in arranging partnership meetings to keep up to date with current guidance and share ideas and good practice.

### It is not yet outstanding because:

- Methods to help monitor and evaluate the quality of the nursery are not always highly effective in swiftly identifying any areas where practices can be further enhanced.
- The manager has not yet identified ways for staff to effectively share their expertise to raise the quality of teaching to outstanding.

## What the setting needs to do to improve further

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

- enhance the monitoring and evaluation of the setting to more swiftly identify and address any areas which can be further developed to build on the already good quality provision
- find more-innovative ways to share staff's expertise and knowledge within the wider team that further enhances the already good quality of teaching.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed two joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager and held discussions with the providers. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff and children during the inspection and received written feedback from a number of parents and took account of their views.

### Inspector

Emma Daly

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are vigilant and they have a good understanding of their responsibilities to protect children from harm. Policies and procedures are reviewed and updated regularly. Induction procedures for new staff are thorough and the suitability of staff is rigorously checked. Staff are well qualified or working towards appropriate qualifications. They receive coaching and mentoring and attend additional training to enhance their knowledge and skills. The manager and staff monitor children's progress and identify quickly those who may need early intervention. Additional funding has been carefully used in order to enhance opportunities and experiences for children. This has enabled staff to provide more-intensive support to help close gaps in learning and raise outcomes for all children.

### Quality of teaching, learning and assessment is good

Staff use a good range of teaching methods and facilitate children's learning well. They identify children's learning needs through rigorous assessments and plan a good range of activities, taking account of their individual interests. Staff focus sharply on supporting children's communication and language skills through modelling, repetition and skilful questioning. Children are extremely happy and staff interactions inspire them to lead their own learning and become absorbed in their play. Older children use their imagination well as they play in the role play cafe. They enjoy writing menus, serving food and adding up prices. Babies and young children enjoy investigating and exploring sand and water. They use a varied range of resources to make marks in the sand and use their manipulative skills to scoop, tip and pour sand and water. Staff skilfully use children's interests in dinosaurs to promote their counting skills.

### Personal development, behaviour and welfare are good

Staff support children's independence well. They sensitively help younger children to grasp toilet training and encourage older children to attend to their own care needs. Staff are good role models and help children to understand expectations and boundaries. This results in children behaving very well. They learn very quickly to share and take turns and play cooperatively with their friends. Children are encouraged to lead a healthy lifestyle. They enjoy a variety of nutritious meals and follow good hygiene practices. Children's physical development is promoted well. Babies and young children master new skills and older children take measured risks as they skilfully use age-appropriate play equipment.

### Outcomes for children are good

All children, including those who receive funding, make at least good progress from their starting points. Children are gaining skills that successfully prepare them for their move on to school. Older children are confident. They listen well to instructions and enjoy taking on daily responsibilities, helping out with small tasks. Children are developing their early literacy skills well. They enjoy writing and making marks and older children are proud to show they can write their name. Toddlers and younger children are beginning to focus their attention for longer periods of time. They are curious and inquisitive and enjoy story and singing sessions.

## Setting details

<b>Unique reference number</b>	EY222544
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	1028424
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	120
<b>Number of children on roll</b>	111
<b>Name of registered person</b>	Little Treasures Limited
<b>Registered person unique reference number</b>	RP520356
<b>Date of previous inspection</b>	13 December 2012
<b>Telephone number</b>	01905356208

Little Treasures was registered in 2002. The nursery employs 20 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 or above, including one with early years professional status and two with qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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