

Little Treasures Childcare

Redbrook Hayes Community Primary School, Talbot Road, Rugeley, Staffordshire,
WS15 1AU



Inspection date

Previous inspection date

17 January 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider responds to complaints they receive about the nursery. However, they do not always record these complaints and the outcome.
- Staff working with the youngest children do not have a sharp focus on promoting children's physical, communication and social skills. As a result, not all children are taught the skills they need for the next stage in their learning.
- Staff do not plan effectively for children, in order to provide experiences that enable them to learn in challenging ways.
- Although some staff are supported to improve their teaching, this is not consistent. As result, there are variations in the quality of teaching.

It has the following strengths

- The new manager is dedicated to improving practice. She is working hard with the provider to identify weaknesses. Despite this, she has not yet had enough time to address all areas of practice that need to be improved.
- Managers use local data about children's development to identify ways to improve children's health. For example, they are working hard to provide advice for parents on healthy meals for their children, in order to promote healthy lifestyles.
- Staff, generally, work well with parents to help engage them in their children's learning. They offer parents' meetings to discuss children's progress and gather information about their knowledge and skills from home when they first start attending.
- Children who are new to the nursery are supported to settle well and form good relationships with staff. They are emotionally well prepared for their move on to the host school.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ keep a written record of any complaints and their outcomes	17/02/2017
■ ensure all staff plan experiences for children that focus strongly on promoting the youngest children's communication, physical and social skills and help all children to learn in challenging ways.	17/04/2017

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

- strengthen the arrangements for all staff's supervision to more precisely identify where there are weaknesses in practice and provide targeted support where needed to raise overall quality of teaching to a consistently good level.

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 held meetings with the manager and the provider. He discussed self-evaluation and looked at relevant documentation, such as evidence of the suitability of all those working in the nursery.
- The inspector completed a joint observation with the manager and the provider.
- The inspector was shown around the nursery and school by the provider and the manager.
- The inspector spoke with parents and children.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider has an appropriate procedure for dealing with any complaints they receive about the nursery. They take action to investigate any complaints and they inform the complainant of the outcome. However, the provider does not record this information as required. Staff performance is not consistently managed. Some staff have regular supervision meetings to identify their training needs, review their practice and set actions to improve their teaching. These have a positive impact on helping to raise the quality of teaching for some of the staff. However, this is not consistent for all staff. Therefore, staff whose teaching is not yet good do not receive all the support they need to develop further. The arrangements for safeguarding are effective. All staff have completed safeguarding training. The provider shares new safeguarding legislation with staff and regularly tests their safeguarding knowledge. As a result, all staff are able to identify and report any concerns they have about children's welfare.

Quality of teaching, learning and assessment requires improvement

Overall, the quality of teaching is not consistently good. Staff observe children's learning and plan activities. However, these activities do not challenge all children to reach their milestones quickly and help them make good progress. The activities staff provide for children are not always engaging and do not fully motivate them. These mean some children lose concentration and become distracted. Some staff working with the youngest children do not always identify appropriate next steps and plan activities relevant for their stage of development. As a result, younger children are not consistently supported to develop good social, physical and communication skills. The activities staff provide are relevant to children's interests of winter and build on their previous learning of the weather. Older children touch hot-water bottles and ice to learn the difference between hot and cold. They share new words to describe the different temperatures, such as freezing and warm, helping to extend their vocabulary.

Personal development, behaviour and welfare require improvement

Children are, generally, independent and well mannered. For example, at snack time, they pour their own drinks and learn how to use knives safely to chop up fruit to eat. Children say please and thank you to staff for helping them when they encounter difficulties in chopping. Children enjoy being able to play inside and outdoors for much of the day. Staff have created stimulating environments. There is a wide range of toys for children to access freely which encourages them to extend their own play.

Outcomes for children require improvement

Children do not make the best possible progress. Their rate of learning is steady. However, they are not challenged to meet their milestones quickly. Despite this, older children are learning some of the skills they need for school. They are able to listen and follow instructions. Children know what to wear in the winter, in order to keep warm. They are learning how to put on their coat, scarf, gloves and hat with little support from staff.

Setting details

Unique reference number	EY488598
Local authority	Staffordshire
Inspection number	1013013
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	24
Number of children on roll	37
Name of registered person	Little Treasures Childcare Limited Ltd.
Registered person unique reference number	RP902702
Date of previous inspection	Not applicable
Telephone number	07817213890

Little Treasures Childcare was registered in 2015. The nursery employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 2, 3 and 5. The nursery opens from Monday to Friday, term time only. Sessions are from 8.50am until 3.30pm. The nursery offers a before- and after-school-club from 7.30am until 8.50am and 3.15pm until 6pm. It provides funded early education for two-, three- and four-year-old children.

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