

Little Treasure Day Nursery

49 Oxford Road, Cowley, Oxford, OX4 2ER



Inspection date

4 May 2017

Previous inspection date

15 November 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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 quality of teaching is variable. For example, children who need help with their communication, language and social skills are not always sufficiently supported in their learning and development.
- Some of the group activities are not well planned. As a result, some children do not fully participate and there are missed opportunities for learning.
- Parents provide some information when children start at the nursery but it is not sufficiently detailed. This prevents staff from planning effectively to support children's learning and means they do not accurately assess the progress children make in their learning.

It has the following strengths

- The management of the nursery has successfully addressed the weaknesses in safeguarding identified at the previous inspection. All staff have completed safeguarding training and now have a far better understanding of how to protect children and keep them safe.
- Children's behaviour has improved. They demonstrate a growing understanding of appropriate social skills and behaviours. This enables them to form positive relationships with their friends and adults.
- Children show they feel secure with the staff. For example, younger children investigate their surroundings with confidence. They know staff are close by if they need them and respond with smiles when staff praise them for their achievements.

What the setting needs to do to improve further

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

	Due Date
■ gather accurate information from parents when children start about what children know and can do so that staff can plan effectively and make a more precise assessment of the progress children make	30/06/2017
■ improve the quality of teaching and the effectiveness of support, coaching and training provided for staff so that they ensure children needing additional support benefit from high quality provision that helps them do well in their learning and development	30/06/2017
■ review the organisation of group activities to ensure they fully engage all children and maintain their interest so that children enjoy their learning and make the best possible progress.	30/06/2017

Inspection activities

- The inspector spoke to parents and carers to gain their views.
- The inspector sampled a range of documentation, including children's developmental records and staff information.
- The inspector conducted a joint observation with the nursery manager to assess how leaders monitor staff practice.
- The inspector evaluated the quality of teaching across all age groups, both inside and outside.
- The inspector spoke to the local authority improvement officer in relation to the work they have completed with the setting since their last inspection.

Inspector

Maria Conroy

Inspection findings

Effectiveness of the leadership and management requires improvement

Staff supervision is completed regularly. However, in these meetings, there is not enough focus given to making best use of this process to monitor teaching, plan staff training and improve practice. Safeguarding is effective. For example, staff monitor children's attendance and know what to do if they have concerns about a child's welfare. Staff are vigilant in respect of children's safety. They supervise children well and check that risk assessments have been completed robustly. Regular head counts are conducted throughout the day. This enables staff to check that all children are present and ratios are maintained. Sleeping children are monitored frequently to ensure their safety. Staff work effectively with parents and professionals to enable them to have a better awareness of individual children's needs.

Quality of teaching, learning and assessment requires improvement

Teaching is of variable quality across the nursery. Some staff are less confident than others in supporting children in their learning. As a result, children who lack confidence in their communication and social skills do not fully participate, particularly during group activities and so do not learn as much as they could. Where teaching is better, staff promote children's language skills well through interactive stories. This enables children to listen well, recall the story and learn new vocabulary. Staff talk to young children about what they are doing as they play. This enables them to link actions to words. Staff make good use of nappy time to support children's learning. For example, they sing songs to promote children's language. Staff help children learn about the wider world. For instance, they raise funds for children who face challenging circumstances and taste different foods to celebrate festivals.

Personal development, behaviour and welfare require improvement

The management team have begun to use the revised assessment procedures to identify gaps in provision. As a result, they have ordered some new IT equipment. In addition they are aware the role play area would benefit children by replacing some of the resources. Staff use the space effectively during the daily routine to meet the needs of the children. For example, while younger children play inside, older ones use the outdoor space. This enables staff to provide activities that are relevant to each specific age group. Older children have fun taking part in exercises in the garden. They gain confidence in practising their physical skills as they bend, stretch and jump. Staff talk about the importance of eating healthy food during meal times. This promotes the good health of the children.

Outcomes for children require improvement

The weaknesses in teaching mean children sometimes lose interest in activities and this slows the progress they make. Children generally settle quickly on their arrival to nursery and show an interest in learning. Younger children enjoy song time. For example, they learn to take turns in choosing simple props to indicate which song they would like to sing. Children are developing the independence skills they need for starting school. They learn to wipe their nose and to put the tissues in the bin, and put their coat on when going out to play.

Setting details

Unique reference number	EY459789
Local authority	Oxfordshire
Inspection number	1083288
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	1 - 8
Total number of places	30
Number of children on roll	35
Name of registered person	Marian Nsune-Kuo Mohammed
Registered person unique reference number	RP516207
Date of previous inspection	15 November 2016
Telephone number	01865236840

Little Treasure Day Nursery registered in 2013 and operates from a church hall in the Christian Life Centre in Cowley, Oxford. It opens on weekdays from 8.30am to 5.30pm, for 50 weeks a year. The nursery employs six members of staff, four of whom have relevant childcare qualifications. Funding is accepted for the provision of free early education for children aged three and four years.

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