

Little Treasures Pre-School

Wamil Way, Mildenhall, Bury St Edmunds, IP28 7JU



Inspection date

19 April 2017

Previous inspection date

21 October 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Leaders and staff have worked hard to make effective change since the last inspection. Consequently children benefit from attending a setting where outcomes for them have improved.
- The quality of teaching is mostly good and improving rapidly.
- Partnership working with other professionals who provide specialist support for children, is excellent. They highly praise the commitment all staff have demonstrated in supporting children who have special educational needs and/or disabilities.
- Staff know the children well. Systems to assess what children know and can do are rigorous. Staff use this information well to plan for the next steps in learning.
- Staff have developed effective working relationships with parents. As a result, parents feel involved in their children's learning and are very positive about the support they and their children receive.

It is not yet outstanding because:

- Planned activities to explore mathematical development is provided, but staff miss some teaching opportunities to incorporate mathematical language during every day play.
- Children who are younger or less confident can be overlooked. Therefore these children are not always so involved in activities and there can be missed learning opportunities for them.
- Hygiene practices with children's soothers is not rigorous enough to minimise the risk of contamination.

What the setting needs to do to improve further

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

- improve methods for keeping children's soothers off the floor and clean until needed
- improve monitoring so that less confident children and younger babies are equally involved in activities and interactions with staff and other children at all times
- encourage staff further to make the most of opportunities to develop children's mathematical understanding through the everyday routines.

Inspection activities

- The inspector observed the quality of teaching and the impact this had on children's learning both indoors and in the garden.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to members of staff, visiting professionals and children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector spoke with managers and looked at children's records, planning documentation, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

Inspectors

Sharon Conaty / Michelle Giles

Inspection findings

Effectiveness of the leadership and management is good

Leaders have worked hard to carry out accurate assessment of the quality of the provision they offer. They identify key areas for development and focus on these to drive through improvements that make the most significant changes to the quality of the provision. Safeguarding is effective. Staff are knowledgeable and confident about their role to safeguard children and the procedures to follow should they have a concern about a child. Recruitment processes have been reviewed, are now fit for purpose and ready to be implemented for new staff. Managers meet staff regularly to ensure they are well supported and remain suitable in their role. Managers monitor children's progress carefully. Together with staff they identify children's emerging needs and prioritise learning opportunities, and/or additional support. The setting is safe and secure. Improvements made in assessing risks on the environment ensure that children are safe.

Quality of teaching, learning and assessment is good

Staff have worked hard to improve their teaching methods. They have liaised with other professionals to develop new ideas and have implemented changes well. As a result, the quality of teaching is now good. Staff make frequent observations of what children can do and work together to identify what they need to learn next. Staff regularly discuss with parents the progress their children are making. Children's records are available for parents to view at any time. Activities are linked to children's interests and evolve throughout the session. This works well and most children are confident to lead with ideas and discussion. For example, staff found that some older boys did not listen well to stories read from a book. However, these children are spellbound when staff use their creative storytelling skills to make up a story about a dinosaur that goes swimming. They learn about how chlorine is used to keep water clean and the types of clothes you wear when swimming.

Personal development, behaviour and welfare are good

Staff use a range of effective strategies to teach children the behaviour that is expected. For example, staff have introduced 'wait' cards to help children remember to listen to others and take turns in a conversation. Consequently, children behave well. Staff offer lots of praise and encouragement and children develop a strong sense of belonging. They develop secure attachments with their key person and are confident when they arrive at the setting. Staff plan well for those who need support to separate from parents. Healthy snacks and drinks are provided, and staff encourage parents to provide healthy packed lunches. Children have daily opportunities to benefit from fresh air and exercise and enjoy exploring the natural world in the garden.

Outcomes for children are good

Children are independent learners. They enjoy creating stories and acting out characters that they invent. They concentrate for long periods and listen well to instruction. Children enjoy working together on a task such as painting the garden fence. They help each other and negotiate well. Children are making solid progress, including those who receive additional funded early education. Children whose starting points are below expected levels are making rapid progress. All children are well prepared for their move to school.

Setting details

Unique reference number	EY467183
Local authority	Suffolk
Inspection number	1081046
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	36
Number of children on roll	54
Name of registered person	Little Treasures Mildenhall Ltd
Registered person unique reference number	RP532929
Date of previous inspection	21 October 2016
Telephone number	01638717877

Little Treasures Pre-School was established in 2009 and re-registered in 2013. The pre-school employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and above, including one with Early Years Professional status. The pre-school opens from Monday to Friday for 45 weeks a year. Sessions are from 8am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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