

<b>Inspection date</b>	18 August 2017
Previous inspection date	24 March 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 manager and staff have high expectations for children. They provide a stimulating and well-resourced environment, and children are motivated to learn. Children make good progress from their initial starting points.
- The manager and staff are good role models for children. They teach children to express their wishes confidently and about how to resolve conflict. Children are thoughtful of others. They are tolerant and kind, and their behaviour is good.
- Partnerships with parents are strong. The manager and staff ensure that parents are fully informed about all aspects of children's learning and how this can be extended at home. Parents are unanimous in their praise for the manager and staff.
- The manager works closely with staff to review practice and drive continuous improvement. They have addressed the recommendations raised at the last inspection, to help maintain good outcomes for children.

### It is not yet outstanding because:

- Children do not benefit from consistent opportunities to fully develop all aspects of their early reading and writing skills during their play.
- The manager does not use rigorous systems to monitor staff performance to provide a sharp focus on enhancing teaching practice to the highest levels.

## What the setting needs to do to improve further

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

- make full use of all opportunities for children to practise their early writing skills and develop their understanding of letters and the correct pronunciation of their sounds
- build on supervision arrangements so that staff reflect on the impact of their training, to help raise the quality of their teaching to the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors.
- The inspector sampled a range of documentation, including attendance records, accident and incident records, and staff suitability checks. She discussed the setting's self-assessment with the manager.
- The inspector spoke with members of staff and children at appropriate times during the inspection, and held meetings with the manager.
- The inspector completed a joint observation with the manager.
- The inspector took into account the views of parents and carers spoken to on the day, and from written feedback provided on the day of the inspection.

### Inspector

Lesley Voaden

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of the procedures to follow in the event of concerns about a child's welfare. Furthermore, they teach children the importance of staying safe as they play. The manager monitors and tracks children's progress successfully, identifies quickly any delays in a child's development and secures appropriate interventions. She uses robust procedures to check the suitability of staff and to monitor their work. The manager seeks out training for all staff. For example, they have used knowledge gained from language and communication training to improve their teaching and outcomes for children. The manager and staff have developed strong links with other settings to help promote children's continuity of care and learning as they move on.

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

Staff provide a range of interesting activities and experiences. They make good use of spontaneous events and activities to help children extend their learning. For example, children play enthusiastically in puddles that have accumulated overnight and staff encourage them to count as they jump and splash each other in delight. Staff support children's creative and imaginative skills well. For instance, staff encourage children to design train tracks to transport animals around the small-world zoo that they have created. Children have great fun developing their understanding of technology. For example, they excitedly press buttons on interactive toys, showing their delight as they move levers and change the direction of cars that they race down ramps.

### Personal development, behaviour and welfare are good

The key-person system is effective and children form secure emotional attachments with all staff who know them well. Staff support children's understanding of a healthy lifestyle and good personal hygiene routines. For example, children talk about what food is good for them and wash their hands regularly. Children thoroughly enjoy being outside and develop their physical skills well. They enthusiastically play catch, kick balls to each other, and negotiate objects as they ride on bicycles and scooters. Children learn about the wider world and festivals celebrated by others, which contributes to their growing understanding of diversity.

### Outcomes for children are good

Children are well prepared for school. They enjoy their learning and develop good personal, social and emotional skills. Children are confident in their interactions with others. They freely access resources and make choices in their play. Children enjoy pretend play, such as doctors, and are fascinated as they listen to the sound of their own heartbeat. Children develop a good understanding of numbers and colours, and learn to count, sort and match items.

## Setting details

<b>Unique reference number</b>	EY387298
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1068921
<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>	1 - 5
<b>Total number of places</b>	96
<b>Number of children on roll</b>	150
<b>Name of registered person</b>	Living Waters UK Limited
<b>Registered person unique reference number</b>	RP528699
<b>Date of previous inspection</b>	24 March 2014
<b>Telephone number</b>	01993700123

Little Treasures Academy registered under the present owners, Living Waters UK Limited, in 2008. The nursery operates from premises in a small business park in Witney, Oxfordshire. It provides care from 7.30am to 6pm, with the exception of weekends and bank holidays. The nursery receives funding to provide free early education for children aged three and four years. There are currently 21 staff employed by the nursery, of whom 12 work with the early years children and hold appropriate early years qualifications between level 5 and level 2. Nine staff care for older children in a different area of the premises.

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