

Little Treasure Day Nursery

49 Oxford Road, Cowley, Oxford, OX4 2ER



Inspection date	6 April 2018
Previous inspection date	4 May 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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

- Children settle well, gain positive social skills and develop secure bonds with their key person and other staff.
- Staff work closely with parents to establish children's capabilities when they first start and to share information about their development to encourage learning at home.
- Staff know children well. They use effective assessment procedures to identify and plan for areas where children need further support. Children make good progress in preparation for their next steps in learning and for school.
- Staff provide a welcoming play environment that encourages children's curiosity and desire to explore. They teach children a range of new skills and help them to become independent.
- Leaders and managers ensure that staff understand and follow effective safeguarding procedures to help protect children.
- Leaders and managers evaluate practice successfully to support the professional development of staff and improve the quality of teaching.

It is not yet outstanding because:

- At times, staff overlook opportunities to extend communication and language further as part of children's play and experiences.

What the setting needs to do to improve further

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

- extend interactions with children further to help them gain a wider range of vocabulary and understanding of sentence structure to support their communication and language development consistently.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector talked to the manager, staff, parents and children at appropriate points throughout the inspection.
- The inspector looked at children's assessment records, the nursery's self-evaluation document, and evidence of staff suitability and qualifications.

Inspector
Gillian Little

Inspection findings

Effectiveness of the leadership and management is good

Since the last inspection, leaders and managers have monitored and supported the well-qualified staff team successfully to develop practice and improve outcomes for children. For example, following training, staff plan effectively to reduce differences in children's progress and equip them well for their future lives. Leaders, managers and staff actively promote equality and diversity, such as working closely with parents to support children who speak English as an additional language. Safeguarding is effective. Staff have a good understanding of how to identify and respond to any concerns about children. They supervise children well and help them to learn how to keep themselves safe.

Quality of teaching, learning and assessment is good

Staff have high expectations for all children. They ensure that those who enter the setting with starting points below those of other children of their age are able to catch up quickly. Staff support parents well to understand typical levels of development and to follow helpful guidance to encourage children's independence and learning at home. Staff interact well with children overall to help them develop good communication and language skills. They provide stimulating support to build on children's interests. For example, they encourage children to use a range of movements, follow instructions and join in with songs as they enjoy exploring musical instruments.

Personal development, behaviour and welfare are good

Staff support children well to learn about healthy lifestyles as they teach them about good hygiene and encourage physical activity. They are good role models and help children to behave positively. Staff teach children about safety procedures routinely, for example, they help children learn how to cross the road safely as they enjoy outings in the local community. They work closely with other settings that children transfer to, including local schools, to share information about children's welfare and learning to encourage consistency. Staff help children to respect and value each other's differences, cultures and faiths to develop positive attitudes to diversity.

Outcomes for children are good

Babies settle well and feel secure as they enjoy exploring the environment. Toddlers and older children, including those who speak English as an additional language, develop a range of words and phrases to communicate their needs, thoughts and feelings. Children gradually develop good levels of confidence and an ability to engage well with others. They acquire good skills for independence, such as helping with small tasks at snack time. Those with poor social or physical skills on entry progress quickly to engage more effectively in group activities, explore a wider range of play experiences and develop toilet training skills readily.

Setting details

Unique reference number	EY459789
Local authority	Oxfordshire
Inspection number	1099372
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	0 - 4
Total number of places	30
Number of children on roll	10
Name of registered person	Marian Nsune-Kuo Mohammed
Registered person unique reference number	RP516207
Date of previous inspection	4 May 2017
Telephone number	01865236840

Little Treasure Day Nursery registered in 2013 and is privately owned. It operates from a church hall in the Christian Life Centre in Cowley, Oxford. The nursery opens on weekdays from 8.30am until 5.30pm for 51 weeks of the year. It employs four staff who all hold relevant qualifications at level 2 or 3.

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