

# Little Treasures Pre-School & Childcare

40 Ousegate, Selby, North Yorkshire YO8 4NH



## Inspection date

9 October 2018

Previous inspection date

16 September 2016

| The quality and standards of the early years provision | This inspection:     | Good | 2 |
|--|----------------------|------|---|
|  | Previous inspection: | Good | 2 |
| Effectiveness of 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

### The provision is good

- Staff plan appealing activities based on children's interests and preferences. This helps children to engage well in their learning and contributes to the good progress they make. Children also benefit from opportunities to lead their own play. They are independent and curious learners. This helps to prepare them well for school.
- Staff provide a warm, welcoming atmosphere where children are confident and demonstrate a sense of belonging. They are happy and at ease in the nursery and with their key person.
- Partnerships with parents are effective. Parents say they are well informed about their children's activities and progress and feel welcome in the nursery. They contribute to plans for children's assessments from the outset and welcome ideas to extend their child's learning at home.
- The manager supervises staff effectively and supports them to build on their own knowledge and skills. Staff who hold higher-level qualifications share their expertise with others which helps to improve the overall quality of teaching.
- Teaching is particularly effective for children who have special educational needs (SEN) and/or disabilities. Precise plans for their learning help them to make very good progress.

### It is not yet outstanding because:

- Occasionally, staff do not support older children to extend their learning and do not provide the highest level of challenge during self-chosen activities.
- Planning for babies' learning is not consistently precise enough to ensure that the youngest children make the best possible progress.

## What the setting needs to do to improve further

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

- extend older children's learning and provide even more challenge during self-chosen activities to help them to work towards outstanding achievements
- fine tune planning for babies to help meet their learning needs precisely and support them to make the best possible progress.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector held a meeting with the manager and deputy manager. She looked at a range of documents, including evidence of the suitability checks carried out on staff, staff rotas and children's attendance records.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to a number of parents and took account of their views.

**Inspector**  
Clare Wilkins

## Inspection findings

### Effectiveness of leadership and management is good

Partnerships with other professionals are well established and help to ensure a consistent approach to supporting children's learning and development. This is particularly effective for those children who have SEN and/or disabilities. Safeguarding is effective. Staff know the procedures to follow if they have a concern about a child's welfare. Risk assessments and daily checks help to ensure that the premises are safe, suitable and kept appropriately clean for children's use. Staff are deployed effectively to ensure children are supervised at all times. Leaders check children's achievements and the progress they make. They swiftly identify children who need extra support and plan effective interventions to help them to catch up in their learning. Leaders and staff reflect on their practice. They strive to improve and show a commitment to continuous development.

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

Staff support children's developing communication skills well. They use language appropriate to children's understanding, for example, using single words, sign language and clear simple sentences to help support those who are learning their first words. Staff who work with babies use lots of eye contact, facial expressions and gestures. Babies babble happily and kick their legs in glee while staff sing to them. Older children work together to solve problems. They share ideas and help one another to find a way to balance a toy car across two chairs so they can wash the underside in their 'car wash'. Staff reinforce children's learning well, for example, by discussing the activities they have taken part in and giving them plenty of time to revisit and repeat new skills they have learned.

### Personal development, behaviour and welfare are good

Staff consistently model good manners and show remarkable respect for one another and the children. Children are well behaved and understand what is expected of them. They adhere to boundaries, for example, they know to wait for an adult before going to the door. Staff ensure children get plenty of fresh air and that their dietary requirements are met. This helps to promote children's good health effectively. Staff support children to be independent in preparation for school. They offer them plenty of praise and reassurance and encourage them to persevere when they encounter difficulties. This contributes to the good levels of self-esteem that children demonstrate.

### Outcomes for children are good

Children are motivated and curious learners who are keen to take part in activities. Although a number of children are achieving below expected levels of development for their age, they are effectively supported to catch up. They make good progress towards age-related expectations to help them to be well prepared for school. Those children who have SEN and/or disabilities benefit from tailored teaching and support that helps them to fully participate in nursery life. Children develop key skills in literacy and mathematics that help to prepare them for later learning.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY479293  |
| <b>Local authority</b>                           | North Yorkshire                                     |
| <b>Inspection number</b>                         | 10080952  |
| <b>Type of provision</b>                         | Full day care                                       |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                             |   |
| <b>Age range of children</b>                     | 0 - 5   |
| <b>Total number of places</b>                    | 48  |
| <b>Number of children on roll</b>                | 34  |
| <b>Name of registered person</b>                 | Gibson, Ayesha Tracey                               |
| <b>Registered person unique reference number</b> | RP900895  |
| <b>Date of previous inspection</b>               | 16 September 2016                                   |
| <b>Telephone number</b>                          | 07917 192437  |

Little Treasures Pre-School & Childcare registered in 2014. The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, 50 weeks of the year. Sessions are from 8am until 5pm. The nursery provides funded early education for two-, three- and four-year-old children.

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