

Treasure Tots Pre-School Limited



Colney Heath Parish Council, 83 High Street, Colney Heath, St Albans AL4 0NS

Inspection date	27 November 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
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 is a provision that requires improvement

- The provider has not maintained a record of qualifications and all identity checks completed for every member of staff.
- The provider does not hold a record of all staff's contact information as required.
- Sometimes, routine tasks are prioritised over children's learning experiences. Staff ask them to leave their activities for snack time before they have finished.

It has the following strengths

- Staff promote children's personal, social and emotional development. They model appropriate ways to behave and they praise children effectively. Children show kindness towards each other. For example, they find a place for their friends to sit, as they come together for a story.
- The well-established staff team work well together. They seek feedback from parents and children to evaluate their setting and they use this information to improve their teaching practice.
- The key-person system is effective. Staff work closely with parents to ensure that children's care is fully tailored to their individual needs. They regularly share information with parents. This enables parents to extend their children's learning at home.
- Staff promote children's communication and language development. They use effective strategies, such as open-ended questioning to extend children's learning. For example, during a story staff encourage children to offer their suggestions of what might happen next.

What the setting needs to do to improve further

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

	Due date
ensure that the record of staff qualifications and the identity checks completed is in place for all staff	18/12/2018
ensure that the record of staff information includes the name, home address and telephone number for each member of staff.	18/12/2018

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

- make sure routine tasks are organised in a way that allows children to complete activities to their satisfaction.

Inspection activities

- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the provider. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector completed a joint observation with the provider.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.

Inspector

Jo Rowley

Inspection findings

Effectiveness of leadership and management requires improvement

The provider completes appropriate vetting procedures, including obtaining a Disclosure and Barring Service check for all staff. However, the provider does not record information of staff qualifications and identity checks or their home address and contact number for all staff. This does not have a negative impact on children's welfare. The arrangements for safeguarding are effective. Staff demonstrate a good knowledge and understanding of the signs and symptoms of abuse. They know the procedure to follow and who to contact, if they have concerns about the welfare of children in their care. Partnerships with other settings that children attend are effective. Pre-school staff regularly share information with school teaching staff. This supports a positive, shared approach to children's care and learning. The provider supports staff to follow a programme of professional development which includes attendance at a range of training opportunities. Staff attend regular meetings to discuss and review policies and procedures, which are shared with parents. This means parents remain updated of changes to the pre-school.

Quality of teaching, learning and assessment is good

Staff carry out regular observations. They assess the progress children make and identify their next steps in learning. Staff promote a good balance of adult-led and child-initiated activities. They incorporate children's next steps into themes and topics that engage children. For example, children thoroughly enjoy the role-play shop. They explore real vegetables as they play shopkeeper and customers. Staff extend children's learning. For example, they incorporate counting, colours and shapes into their play. This extends children's mathematical development. Children quickly identify which of the vegetables are heaviest and lightest. They talk about how and where the food grows and this promotes discussion about food that is good for them. Children are happy and settled. They have fun dressing up and they self-select activities that interest them.

Personal development, behaviour and welfare are good

Children are independent. They skilfully cut their fruit and pour their drink at mealtimes. In addition to this, staff encourage children to use the bathroom independently. This promotes children's self-care skills. Children follow good hygiene routines. Staff talk to them about the importance of hand washing to support their understanding of healthy lifestyles and to limit the spread of infection. Staff recognise children's interests and they provide good opportunities for them to be creative. Outside, children use crossing patrols and traffic lights within their play. Some children pretend to walk over the crossing and other children ride in their vehicles. Staff interact with children and join in with their play. They extend children's learning and prompt discussion about road safety. This helps children to develop awareness of their personal safety.

Outcomes for children are good

All children are making effective progress in their learning, given their starting points and capabilities. They are acquiring the key skills they need to be ready for school or their future learning.

Setting details

Unique reference number	EY539547
Local authority	Hertfordshire
Inspection number	10079187
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	32
Number of children on roll	24
Name of registered person	Treasure Tots Pre School Limited
Registered person unique reference number	RP539546
Date of previous inspection	Not applicable
Telephone number	07850100368

Treasure Tots Pre-School Limited registered in 2016. The pre-school employs three members of childcare staff. Of whom, all hold appropriate early years qualifications at level 2, and above. The pre-school opens Tuesday to Friday, from 9.15am until 3pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

